# CALM for Senior High School

and



Alberta LEARNING

< Guide to Implementation >

for Senior High School

# CALM

# Career and Life Management

2002

< Guide to Implementation >

**ALBERTA LEARNING CATALOGUING IN PUBLICATION DATA**

Alberta. Alberta Learning.
Career and life management : guide to implementation.

ISBN 0-7785-1363-7

1. Life skills—Study and teaching (Secondary)—Alberta.
2. Life skills—Handbooks, manuals, etc.—Alberta.
3. Career education—Alberta. I. Title.

HQ2039.A333 2002 371.425

For further information, contact:

Alberta Learning
Learning and Teaching Resources Branch
5th Floor, West Devonian Building
11160 Jasper Avenue
Edmonton, AB T5K 0L2
Telephone: 780-427-2984 in Edmonton or
toll-free in Alberta by dialing 310-0000
Fax: 780-422-3745

This resource is intended for:

| | |
|---|---|
| Students | |
| Teachers | ✓ |
| Administrators | ✓ |
| Counsellors | ✓ |
| Parents | |
| General Public | |

Copyright ©2002, the Crown in Right of Alberta, as represented by the Minister of Learning. Alberta Learning, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.

Every effort has been made to provide proper acknowledgement of original sources. If cases are identified where this has not been done, please notify Alberta Learning so appropriate corrective action can be taken.

Permission is given by copyright owner to reproduce the owner's original work for educational purposes and on a nonprofit basis, with the exception of materials cited for which Alberta Learning does not own copyright.

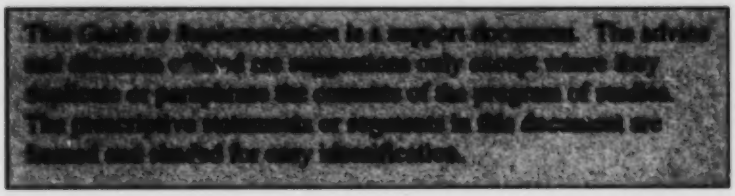
102-07389/

# Preface

The *Career and Life Management Guide to Implementation* is intended to assist teachers with implementation of the prescribed outcomes in the *Program of Studies for Career and Life Management* (2002). The goal of this program is to enable students to make well-informed, considered decisions and choices in all aspects of their lives, and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future.

The Career and Life Management Program of Studies (2002) replaces the Career and Life Management Program of Studies (1988).

This *Guide to Implementation* is available for viewing and downloading through the Alberta Learning Web site at www.learning.gov.ab.ca/k_12/curriculum/bySubject/healthpls/default.asp. Print copies are also available for purchase from the Learning Resources Centre (LRC). They are available unbound and three-hole punched. The LRC Web site is at www.lrc.learning.gov.ab.ca.




©Alberta Learning, Alberta, Canada

©Alberta Learning, Alberta, Canada

# Acknowledgements

Alberta Learning gratefully acknowledges the contribution of the teachers and other individuals who provided advice and feedback in the development of the *Career and Life Management Guide to Implementation* and the identification and selection of learning and teaching resources.

## CALM Advisory Committee

| | |
|---|---|
| Daniel Bateman | Edmonton School District No. 7 |
| Pat Boone-Anderson | Northern Lights School Division No. 69 |
| Malcolm Clewes | Lethbridge School District No. 51 |
| Maryanne Doherty-Poirier | University of Alberta |
| Jacki Kellock | Alberta Vocational College, Lesser Slave Lake |
| Jack Kelly | East Central Alberta Catholic Separate School Division No. 16 |
| Karen Kuehn | Alberta Home and School Councils' Association |
| Leroy Sloan | Alberta School Boards Association |
| Carol Steen | Lethbridge School District No. 51 |
| Keith Wagner | Alberta School Boards Association |
| Gayle Worden | Battle River Regional Division No. 31 |

## CALM Resource Review Committee

| | |
|---|---|
| M.J. Berezan | Wetaskiwin Regional Division No. 11 |
| Lea Foy | Lakeland Roman Catholic Separate School District No. 150 |
| Roger Hoger | Medicine Hat Catholic Separate Regional Division No. 20 |
| Emma Lenz | Palliser Regional Division No. 26 |
| Linda May | Sturgeon School Division No. 24 |
| Paul J. Morin | Calgary Roman Catholic Separate School District No. 1 |
| Ursula Morrice | Lethbridge School District No. 51 |
| Cathy O'Neill | Red Deer Catholic Regional Division No. 39 |
| Susan Robinson | Livingstone Range School Division No. 68 |
| Daniel Romanuik | Evergreen Catholic Separate Regional Division No. 2 |
| Paul Rosluk | Northern Gateway Regional Division No. 10 |
| Wendy Royer | Chinook's Edge School Division No. 73 |
| Art Shea | Northlands School Division No. 61 |
| Pamela Shiels | Fort McMurray School District No. 2833 |
| Karen Wendel | Parkland School Division No. 70 |
| Shelley Williams | Sturgeon School Division No. 24 |


©Alberta Learning, Alberta, Canada

## CALM Validation Team

| | |
|---|---|
| Chris Allan | Prairie Land Regional Division No. 25 |
| Janet Hastie | Battle River Regional Division No. 31 |
| Marlys Lalonde | Living Waters Catholic Regional Division No. 42 |
| Sheila Perilli | Aspen View Regional Division No. 19 |

## CALM Interdepartmental Committee

Alberta Aboriginal Affairs and Northern Development
Alberta Alcohol and Drug Abuse Commission
Alberta Children's Services
Alberta Community Development
Alberta Government Services, Consumer Services Division
Alberta Health and Wellness
Alberta Human Resources and Employment
Alberta Justice
Alberta Transportation
Northern Alberta Development Council

## Principal writer

Judith Campbell

## Alberta Learning

| | |
|---|---|
| Greg Bishop | Education Manager |
| Mark Buckley | Program Manager, CALM |
| Karen Fetterly | Program Manager, CALM |
| Dorothy Haines | Education Manager |
| Gina Vivone-Vernon | Director, Learning and Teaching Resources Branch |
| Catherine Walker | Learning Resources Consultant |

**Document Production staff**

| | |
|---|---|
| Kim Blevins | Copy Editor |
| Lin Hallett | Desktop Publisher |
| Dianne Moyer | Desktop Publisher |
| Sandra Mukai | Copyright Officer |
| Esther Yong | Desktop Publisher |

*Special thanks to:* Christine Bouchard, Shirley Douglas, Lee Fehr, Aimee Kovacs, Kristina Luchka, Anne McKinnon, Barb Milne, Katie Pallos-Haden, Rebecca Pound, Linda Snow, Deb Worobec


©Alberta Learning, Alberta, Canada

# Table of Contents


Preface ..... i

Acknowledgements ..... iii

Program of Studies ..... 1

Chapter 1: Comprehensive School Health ..... 1
Defining health ..... 1
Determinants of health ..... 1
Dimensions of health ..... 2
Health literacy ..... 3
Comprehensive school health ..... 4
Building commitment ..... 4
Strategies for a comprehensive school health approach ..... 4
Building collaboration ..... 5

Chapter 2: Implementing CALM ..... 7
Teaching CALM ..... 7
Promotion ..... 7
Getting the message out ..... 8
Implementation ..... 8
Identify program connections ..... 8
Extend CALM with CTS options ..... 9
Identify and gather resources ..... 11
Make connections ..... 12
Professional development ..... 12

Chapter 3: Establishing a Positive Learning Climate ..... 15
A healthy CALM classroom ..... 15
A sense of value and worth ..... 15
A sense of respect ..... 15
A sense of security and safety ..... 16
- Sharing personal information ..... 16
- The right to privacy ..... 16
- Using response journals ..... 16
- Handling disclosures of abuse ..... 17

A sense of engagement ..... 17
A sense of humour, enjoyment and fun ..... 17
Sensitive issues ..... 18
Handling controversial issues ..... 18
- Alberta Learning guidelines for controversial issues ..... 18
- Increasing teacher confidence ..... 19



©Alberta Learning, Alberta, Canada

Human sexuality instruction ..... 19
- Alberta Learning guidelines for human sexuality education ..... 20
- Communicating with parents ..... 20
- Exemption from instruction ..... 21
- Sample letter ..... 21

Communicating with parents ..... 22
Share the curriculum ..... 22
Create opportunities ..... 22
Newsletters ..... 23
Be a resource ..... 23

Community involvement ..... 23
Bring the community to students ..... 23
Prepare guests ..... 24
Prepare students ..... 25
After the presentation ..... 25
Taking students into the community ..... 25

Chapter 4: Planning for Instruction ..... 27
Identify what you know ..... 27
Know the curriculum ..... 27
Know the students ..... 27
Know the school ..... 28
Know the community ..... 28
Gather resources ..... 28
Assemble a list of contacts ..... 28

Choose an instructional framework ..... 29
Brain research ..... 29
Multiple intelligences ..... 30
Emotional intelligence ..... 32
Bloom's taxonomy ..... 33

Offer choice and variety ..... 36
Term planning ..... 36
Unit planning ..... 37
Lesson planning ..... 38
Diversity in the classroom ..... 39

Chapter 5: Instructional Strategies ..... 41
What are instructional strategies? ..... 41
Cooperative learning ..... 41
Program benefits ..... 42
Tips for getting started ..... 42
Think–pair–share ..... 42
Forming learning groups ..... 43
Group roles ..... 43
Group achievement marks ..... 44

Group discussions ..... 44
Talking circles ..... 45
Brainstorming ..... 46


©Alberta Learning, Alberta, Canada

Independent study ..... 46
Basics ..... 46
Student–teacher interaction ..... 47
Developing independent study plans ..... 47
Developing topics for independent study ..... 48
Readiness for independent study ..... 48
Suggestions for successful independent study ..... 49
Journals and learning logs ..... 50
Process new information ..... 51
Promote reflection and higher-level thinking ..... 51
Self-assessment ..... 52
Management tips ..... 53
Role-playing ..... 53
Tips for participating ..... 54
Tips for observing ..... 54
Ongoing assessment ..... 54
Cognitive organizers ..... 55
Venn diagrams ..... 56
P–M–I charts ..... 57
Decision-making models ..... 58
Mind maps ..... 59
Literature ..... 59
Service learning ..... 60
Sample service learning projects ..... 61
Turning service projects into service learning ..... 62
- Step 1: Prepare ..... 62
- Step 2: Plan ..... 63
- Step 3: Put the plan into action ..... 63
- Step 4: Review and reflect ..... 63
- Step 5: Demonstrate ..... 64
Issue-based inquiry ..... 65
Identify issues ..... 65
Sample health-related issues ..... 66
Controversy and bias ..... 66
Introduce issues ..... 68
Investigate issues ..... 69
Make decisions ..... 71
Defend positions ..... 71
Take action ..... 72
Evaluate results ..... 74

Chapter 6: Personal Career Portfolios ..... 75
Using portfolios in CALM ..... 75
Career portfolios ..... 77
Learner outcomes ..... 77
Benefits ..... 78
Planning considerations ..... 78
Process versus product ..... 79


©Alberta Learning, Alberta, Canada

Step 1: Collect ..... 79
- Employability Skills 2000+ ..... 81
- The Alberta Framework of Essential Competencies ..... 81
Step 2: Reflect ..... 81
Step 3: Select ..... 81
Step 4: Present ..... 83
Additional resources ..... 84
Using career portfolios ..... 85
Assessing career portfolios ..... 86
Rubrics ..... 86
Portfolio assessment rubric ..... 87
Portfolio presentation assessment rubric ..... 89

Chapter 7: Differentiating Instruction for Students with Learning Disabilities ..... 91
Characteristics of students with learning disabilities ..... 92
Role of self-advocacy ..... 93
Planning for transition ..... 95
Planning for instruction ..... 96
Instructional strategies ..... 97
Strategies for developing thinking skills ..... 98
Strategies for developing organizational skills ..... 99
Strategies for developing memory skills ..... 99
Strategies for reading and writing ..... 100
Accommodations ..... 102
Sample accommodations for reading difficulties ..... 102
Sample accommodations for written expression difficulties ..... 102
Sample accommodations for attention difficulties ..... 103
Sample accommodations for memory difficulties ..... 103
Sample accommodations for fine and gross motor difficulties ..... 104
Assistive technology ..... 104
Examples of assistive technology ..... 104
Assessment ..... 106

Chapter 8: Assess, Evaluate and Communicate Student Learning ..... 109
Assessment and evaluation ..... 109
Principles of assessment ..... 109
Assessment strategies ..... 110
Self-reflection and self-assessment ..... 111
Observation ..... 112
Checklists ..... 113
Rating scales ..... 114
- Added value ..... 114
Rubrics ..... 115
- Creating rubrics with students ..... 116
Developing scoring criteria ..... 117


©Alberta Learning, Alberta, Canada

Criteria for evaluating assessment tasks ..... 118
Reflecting on assessment strategies ..... 119
Calculating achievement marks ..... 119
What to consider including in achievement marks ..... 119
Celebrate achievement ..... 120
Communicate student learning ..... 120
Progress reports ..... 121
Learning conferences ..... 122

## Teacher Tools

1. Planning checklist: Hosting a guest speaker ..... 123
2. Guest speaker checklist ..... 124
3. Multiple intelligences planner ..... 125
4. Instructional strategies tracker ..... 126
5. Term plan A ..... 127
Term plan B ..... 128
6. CALM Unit plan ..... 129
7. CALM Lesson plan ..... 130
8. Checklist ..... 131
9. Rating scale ..... 132
10. Holistic rubric ..... 133
11. Content-specific rubric ..... 134

## Student Tools

1. How much do you know? ..... 135
2. What matters to me ..... 136
3. Choices for learning ..... 138
4. Independent study and research ..... 139
5. Learning log ..... 140
6. Venn dyad ..... 141
7. Venn triad ..... 142
8. P–M–I Decision-making chart ..... 143
9. What I have, What I need ..... 144
10. Choosing a service project ..... 145
11. Making it happen ..... 146
12. Reviewing the service learning project ..... 147
13. What is controversy? ..... 148
14. What ... me biased? ..... 149
15. Research record ..... 150
16. Talking the talk—Guest speaker report ..... 151
17. Biased ..... 152
18. Making a decision ..... 153
19. Position paper—Here's what I think ..... 154
20. Planning to take action ..... 155
21. Let's do it—Defining your actions ..... 156
22. Did I make a difference? Evaluating your actions ..... 157
23. Portfolio tags ..... 158
24. What works for me inventory ..... 159
25. Goal-setting organizer ..... 161


©Alberta Learning, Alberta, Canada

Appendices

- Sample portfolio content pages ..... 163
  Table of contents ..... 163
  ① This is me ..... 164
  ② Academic and Information Communication Technology (ICT) skills ..... 165
  ③ Personal management skills ..... 166
  ④ Teamwork skills ..... 167

- Employability Skills 2000+ ..... 168

- The Alberta Framework of Essential Competencies for Working, Learning and Living ..... 170
  - Overview ..... 170
  - What competencies are included? ..... 171
  - Summary ..... 172
  - Sample competency bands ..... 173

Endnotes ..... 175

Bibliography ..... 179

Feedback ..... 185


©Alberta Learning, Alberta, Canada

## RATIONALE AND PHILOSOPHY

The aim of senior high school Career and Life Management (CALM) is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future. CALM is the core course for health literacy at the senior high school level in Alberta.

### CALM Furthers the Alberta Learning Mission

In CALM, students continue to work toward becoming "responsible, caring, creative, self-reliant and contributing members of a knowledge-based and prosperous society" (Alberta Learning Mission statement, Business Plan 2002–2005).

### CALM is a Senior High School Component of the Comprehensive School Health Education Program in Alberta

Alberta Learning is committed to a comprehensive approach to school-related health promotion. Comprehensive school health education is a broad spectrum of programs, policies, activities and services that take place in schools and their surrounding communities.

CALM is a vital component of comprehensive school health education. It emphasizes knowledge, attitudes, behaviours, competencies and values, and provides students with opportunities to enhance their capacities in problem solving, critical thinking and reflection.

Students require an understanding of self as the basis for making healthy choices, having healthy interactions with others and using resources wisely, as well as for lifelong career development. They also require information, planning tools and processes to make decisions and develop action plans for effective life management. This health-promoting course provides opportunities for students to gain knowledge and insight, and to acquire essential life skills; it is relevant to the needs of students, now and in the future, and stimulates creativity, encouraging them to learn and providing them with important learning skills.

The CALM course approaches health issues in a coherent and holistic way. It is designed to improve students' theoretical understanding of health issues and their ability to apply knowledge and skills to personal situations. In CALM, student participation is emphasized.

### Connections to Others

Close collaboration among schools, parents and communities is a central requirement for comprehensive health education. Parental involvement is an integral component, since the family is the primary educator in the development of student attitudes and values. Activities and processes in CALM encourage family interest and involvement in student learning. The wider community plays a supportive and complementary role in building on student attitudes and values.

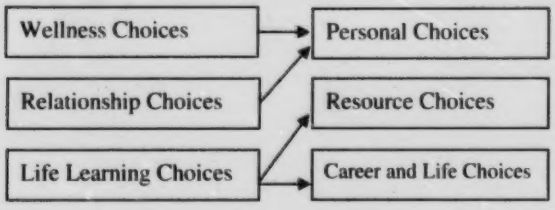

©Alberta Learning, Alberta, Canada

Strong links between schools, school councils, regional health authorities and other community-based agencies and organizations can facilitate coordinated planning and mutual support of efforts that promote lifelong learning and well-being. Collaborative community partnerships that respond to the context and needs of students are essential. CALM encourages and fosters these connections and collaborations.

**Connections to Previous Learning**

CALM builds on learning outcomes developed in the Health and Life Skills Kindergarten to Grade 9 program. Health and Life Skills and CALM share the same aim—to enable students to make well-informed, healthy choices and develop behaviours that contribute to the well-being of self and others. The general outcomes of Career and Life Management build on the three general outcomes of Health and Life Skills Kindergarten to Grade 9, as follows:

**K–9 Health and Life Skills** **CALM**




The Health and Life Skills Kindergarten to Grade 9 program and the CALM course contribute to healthy personal development, by providing opportunities for students to consider information and acquire, practise and demonstrate strategies for dealing with the challenges of life and living. The skills that students continue to acquire—building on those developed in earlier grades—are applicable beyond the classroom and throughout life.

**CALM is the Core of Senior High School Health Literacy**

Health literacy is the capacity to access, interpret and apply health information and services to make healthy choices. The CALM course works to develop health literacy, which includes the key components of critical thinking, effective communication, self-directed learning and responsible citizenship.

**CALM Uses the Dimensions of Well-being as a Framework**

Well-being stems from having the emotional/psychological, intellectual, social, spiritual and physical dimensions of one's life in harmony with each other.

These dimensions may not appear to be of equal importance to an individual throughout life; however, all dimensions need to be recognized for their contribution to overall well-being. Balance among the dimensions is dynamic and constantly changing. The dimensions are interdependent and interrelated, and they can work in concert to improve overall health and well-being.

Achieving or maintaining a balanced approach to personal well-being requires ongoing self-management. CALM offers opportunities for students to acquire skills and apply strategies that enhance their ability to think and act independently, and it helps students build the confidence to trust in their personal abilities.

Self-management involves making healthy choices. It requires self-knowledge and establishing a personal vision for the future. Students learn that goals are part of an ongoing series of planning and management strategies that address potential barriers or challenges in life. Students identify areas for personal development and establish criteria for evaluation of effective life management. Support from others is important in identifying realistic targets and providing ongoing assistance to realize the vision. As students develop their ability to self-lead, they, in turn, can mentor and become supportive role models for peers and others in a variety of cross-age groups.


©Alberta Learning, Alberta, Canada

## COURSE DELIVERY

### Credit Allocation

Senior high school Career and Life Management (CALM) is required for graduation with an Alberta High School Diploma.

CALM must be offered for a minimum of 3 credits. All three general outcomes of the course must be addressed.

CALM can be extended to 4, 5 or 6 credits. This can be done by the addition of 1-credit Career and Technology Studies (CTS) options. There are many such options, and CALM can be extended with a combination of these. The choice of these options should be based on their appropriateness, relevance and suitability to the needs of students. For information on policy requirements when extending CALM with one or more CTS courses, refer to the *Guide to Education: ECS to Grade 12*.

### Level for Instruction

To achieve the aim and outcomes of CALM, student maturity level, basic life experience and readiness for expression and reflection must be considered.

Through the senior high school years, student attitudes begin to shift. The closer the inevitable—the leaving of the senior high school environment—the more future-focused students become. Granted, while the degree of this change in attitude varies among students, the upcoming transition becomes more obvious as the grade level increases. Students with an awareness of the upcoming transition are more open to the information and skill development made available to them in CALM.

### Length of Instruction

The course relies on providing students with the time necessary to explore the range of issues in depth and to develop a deeper level of understanding of their choices, responsibilities and actions. An extended period of instructional time is important, as it allows for student reflection and learning as well as for development of successful personal processes.

### Sensitive Topics

CALM deals with many topics considered to be sensitive. These topics must be treated with care. Students need to have a safe and caring environment in which to explore feelings, ideas and issues surrounding personal choices and decisions. Study of the emotional and spiritual dimensions of health; topics related to family interactions; personal, family and community values; personal relationships; and issues of sexuality are but a few topics that are sensitive in nature and need to be dealt with in a responsible, respectful and professional manner in the classroom.

Instruction in human sexuality education requires communication with parents about the learning outcomes, topics and resources. ***All human sexuality outcomes have been boldfaced and italicized in this course to assist in identification of these outcomes.***

### Exemptions

For students who are not at the age of majority or living independently, parents have the right to exempt their children from school instruction in human sexuality education by submitting a letter to the school indicating their intention to do so. Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction at the request of their parents. Students must complete the remainder of the course in order to receive credits.

Students may be exempted completely from Career and Life Management for only two reasons:

- out-of-province Grade 12 students transferring into Alberta schools
- religious beliefs.


©Alberta Learning, Alberta, Canada

The principal of the school exempts the out-of-province Grade 12 student and notifies Learning Information Exchange Services, Alberta Learning, by April 30 of the anticipated graduation year.

In the case of religious beliefs, parents/guardians must write to the Minister of Learning to request the exemption.

**Involving Others**

While it is important that the community be involved, as appropriate, in the delivery of CALM, this involvement must have parameters that ensure that students can learn from the presentations, activities and experiences. Presentations need to be pedagogically sound and consistent with the students' level of development and learning.

Representatives and resources from the community must provide a balanced approach to the issues and topics; these issues and topics must be related to the CALM course.

## COURSE STRUCTURE AND ORGANIZATION

### General Outcomes

The aim of the CALM course is articulated through three general outcomes.

**General Outcome 1: Personal Choices**

- *Students will* apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health—and the dynamic interplay of these factors—in managing personal well-being.

**General Outcome 2: Resource Choices**

- *Students will* make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.

**General Outcome 3: Career and Life Choices**

- *Students will* develop and apply processes for managing personal, lifelong career development.

These three general outcomes serve as the foundation of the CALM course, and each general outcome is to be addressed.

The general outcomes are interrelated and interdependent. For example, processes for responsible decision making regarding the use of resources are also related to career choices. All choices influence and are influenced by the interrelationship of the dimensions of well-being. For student learning, an understanding of these interconnections is crucial, since life decisions often involve the intricate dynamics of balance between many areas simultaneously.

### Specific Outcomes

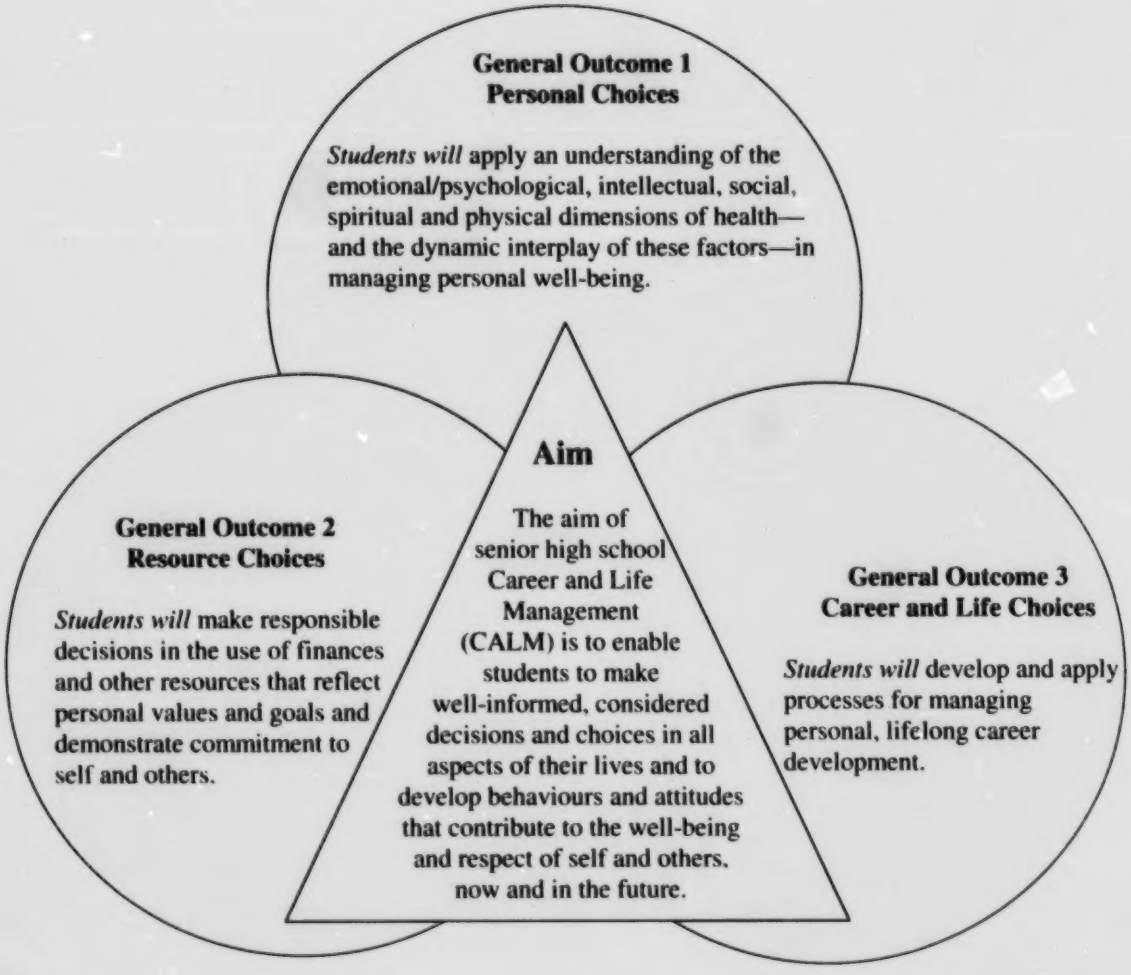
Each general outcome is elaborated with a set of specific outcomes. Specific outcomes are identified with a letter and number; e.g., P5. apply a variety of strategies for lifelong learning. Each specific outcome is supported by bulleted examples. These bulleted examples **do not form part of the required course** but are provided as an illustration of how the specific outcomes might be developed.

Achievement of the specific outcomes enables students to develop and demonstrate the three general outcomes. Each specific outcome is to be addressed.

Specific outcomes are developmentally appropriate, building upon and making connections to prior learning throughout the Health and Life Skills Kindergarten to Grade 9 program. The specific outcomes are progressive and lead to more developmentally complex thinking skills that address the interrelated dimensions of health. Students can extend and refine learning in real-life situations. This is the core of health literacy.

Depending on the learning context and developmental needs of students, specific outcomes can be integrated or reclustered.


©Alberta Learning, Alberta, Canada


General Outcome 1
Personal Choices
*Students will* apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health—and the dynamic interplay of these factors—in managing personal well-being.
General Outcome 2
Resource Choices
*Students will* make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.
Aim
The aim of senior high school Career and Life Management (CALM) is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future.
General Outcome 3
Career and Life Choices
*Students will* develop and apply processes for managing personal, lifelong career development.

# GENERAL AND SPECIFIC OUTCOMES

**General Outcome 1: Personal Choices**

*Students will* apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health—and the dynamic interplay of these factors—in managing personal well-being.

**Specific Outcomes**

*Students will:*

P1. analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life
- describe the combination of factors that contribute to personal well-being
- examine the determinants of health and their effect on lifestyle choices
- explain the holistic nature of well-being
- demonstrate an understanding of the interrelated and interdependent aspects of well-being and healthy lifestyles
- describe the importance of balance in life and the changing/dynamic nature of this balance

P2. evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health
- appreciate the value of positive attitudes about self when making choices
- analyze poor choices or lack of ability to pursue healthy choices and decisions
- assess the effects of substance use and abuse—tobacco, alcohol, drugs—on health
- evaluate the impact of situations of risk and risks in combination
- describe how peer pressure and the expectations of others influence choices
- develop and implement a personal plan to improve one aspect of well-being

P3. develop and assess personal strategies to enhance creative thinking skills
- explain the thinking process
- analyze the effect of positive attitude on thinking
- apply creative thinking strategies
- describe how learning expands problem-solving capabilities

P4. develop approaches/tactics for creative problem solving and decision making
- describe the existence of self and the importance of self-confidence
- assess own well-being and own ability to cope with challenges and overcome obstacles
- analyze the ability to make a change or difference, for self and others
- explain the impact of continual change and growth in life
- discuss living and liking life's challenges

P5. apply a variety of strategies for lifelong learning
- identify characteristics of effective learners
- apply skills for learning, studying and being assessed
- practise skills and strategies for managing time and dealing with procrastination
- distinguish among learning styles, and develop strategies to adapt to various learning situations
- apply relevant brain-based learning research to develop effective learning strategies
- describe the relationship between continual personal change and growth in the thinking and learning process—lifelong learning


©Alberta Learning, Alberta, Canada

P6. determine practices and behaviours that contribute to optimal physical well-being
- describe how individuals have control over physical and other dimensions of well-being
- analyze safety/risk-taking behaviours, nutritious choices, fitness and exercise as contributors to physical well-being
- develop and implement health action plans

P7. analyze a variety of strategies to achieve and enhance emotional and spiritual well-being
- describe the components of emotional/spiritual well-being
- explain how feelings affect moods and behaviours
- examine personal responsibility and acceptance for the multiplicity and range of feelings and how they are expressed—personal responsibility for constructive expression
- discuss possible consequences of not constructively dealing with emotions—anger, depression, suicide
- describe external influences on emotional/spiritual expression

P8. develop and assess strategies for anticipating, identifying, managing and embracing change
- recognize that change and stress are inevitable in life
- develop strategies for managing stress; and investigate the benefits and limitations of stress and the negative, stressful and harmful responses to stress
- explain role conflict and role transition
- identify skills for continual change and growth, including ongoing communication with self
- examine the dynamic nature of balance and the ongoing importance of balance

P9. demonstrate and apply effective communication, conflict resolution and team-building skills
- examine methods of communication, barriers to communication and strategies to enhance communication
- describe the stages of conflict, strategies for negotiating conflict, and issues and difficulties in resolving conflict
- apply skills to deal with negative peer pressure and negative views of others

P10. examine various attitudes, values and behaviours for developing meaningful interpersonal relationships
- explain our need for relationships
- identify positive elements of relationships; i.e., trust, integrity, respect, responsibility
- describe the skills, attitudes and behaviours for building, maintaining and enhancing healthy, positive relationships
- describe how roles and role expectations change with age, growth and changes in life
- generate a list of ways to provide support to others
- identify strategies for dealing with significant change and loss in a relationship and for ending a relationship
- develop strategies for identifying unhealthy relationships and for dealing with exploitation and violence in relationships

P11. ***examine the relationship between commitment and intimacy in all its levels***
- ***identify expectations and commitments in various relationships***
- ***examine a range of behaviours for handling sexual involvement***
- ***describe how personal values play a role in relationships***
- ***explain the role of trust and ways to establish trust in a relationship***
- ***develop strategies for dealing with jealousy***


©Alberta Learning, Alberta, Canada

P12. ***examine aspects of healthy sexuality and responsible sexual behaviour***
- ***explain the ongoing responsibility for being sexually healthy***
- ***examine a range of behaviours and choices regarding sexual expression***
- ***describe sexually healthy actions and choices for one's body, including abstinence***
- ***analyze strategies for choosing responsible and respectful sexual expression***
- ***describe the ways in which personal values influence choices***
- ***assess the consequences of being sexually active***

P13. investigate how science, technology and media affect wellness
- examine the benefits and limitations of these sources of developments and discoveries
- explain the media role and influence over personal emotional/spiritual expression, peer pressure, body image and the use of alcohol and drugs
- apply current wellness issues in the community, province, country and world relative to developments in science and technology
- list ways to learn about new developments and be an informed consumer

P14. evaluate resources and support systems for each dimension of health and well-being for self and others
- examine support systems for assessing and maintaining health and well-being
- identify support systems and resources for unhealthy relationships and strategies for contacting/using them
- explain ways to learn responsible consumer strategies and actions of responsible citizenship

**General Outcome 2: Resource Choices**

*Students will* make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.

**Specific Outcomes**

*Students will*:

R1. identify personal resources, and explain how they could be of value to self and others
- describe the combination of resources—time, physical energy, emotional energy and sensitivity, current knowledge and information and the skills to increase these, skills and talents, access to technology, finances—and how these resources can be used to meet lifestyle demands and choices
- explain how personal resources can grow with maturity, education and new contacts
- examine the fundamentals of getting and using money—basic information on getting an income, deductions, paying taxes, using money for various expenses
- prepare and use a personal budget
- identify strategies for making the most of an income—understanding spending, reducing spending, meeting financial commitments and obligations, saving

R2. compare needs, wants and consequences, with consideration of self, others and society
- explain how to make thoughtful choices and decisions, using financial plans as tools
- examine the negative impact of gambling, lotteries and high-risk "get rich" strategies


©Alberta Learning, Alberta, Canada

R3. examine sources of lifestyle aspirations, and relate these to personal resources
- describe how personal values, goals and lifestyle choices must be integrated into a financial plan
- define and assess the components of a personal resource plan
- define and assess the components and characteristics of a financial plan
- explain why plans must be flexible to adapt to changes
- examine how to change plans as goals and/or lifestyles change and in response to new information
- analyze how personal goals and priorities, personal needs and wants, and cultural influences affect the use of all of one's personal resources

R4. demonstrate knowledge of and a commitment to achieving personal financial goals
- identify the benefits of proactive personal financial planning
- develop the skills for calculating net worth and other indicators of the status of personal resources
- explain the importance of flexibility
- generate a list of strategies for persisting in meeting financial and personal goals

R5. determine the varied implications and challenges of independent/interdependent living
- develop a personal budget
- assess strategies for finding a place to live
- develop strategies for finding a suitable roommate and living with a roommate
- describe the rights and responsibilities of a tenant
- examine the obligations of living independently
- discuss the consequences of moving back home

R6. develop strategies to be informed consumers
- explain the power and importance of sustainable development
- describe the influences on personal consumer choices
- develop marketplace skills
- explain the rights and responsibilities of a consumer
- practise the skills for communicating consumer concerns
- classify forms of consumer protection
- demonstrate informed consumer actions regarding health issues, products and services
- analyze the impact of personal values, wants and needs on being an informed and responsible consumer

R7. evaluate the services and costs of various types of financial institutions
- identify types of financial institutions
- describe types of accounts and their uses
- develop basic banking skills, including electronic fund transfers (EFT) such as automated teller machines (ATMs), online banking, telephone banking
- examine the use of debit cards and their benefits and limitations
- analyze the use of other cheque cashing services and their benefits and limitations

R8. evaluate the advantages and disadvantages of credit
- describe the need for credit, the forms of credit and the procedures for obtaining credit
- generate strategies for using credit wisely
- examine the costs of using credit, the dangers of overextended buying and the impact of credit ratings

R9. examine various types of investments and the practical and ethical issues of investing
- describe the continuum of saving and investing, various common investments and the pyramid of risk
- explain why investments appreciate and depreciate in value


©Alberta Learning, Alberta, Canada

- discuss investing with personal values, the meaning of "ethical investing" and the importance of being a wise consumer in this regard

R10. identify and analyze a variety of types of insurance
- identify insurable risk factors
- analyze consumer strategies for obtaining appropriate insurance: e.g., automobile, tenant, health, travel, home/condominium, disability, life
- examine issues of insurance fraud

R11. develop strategies to overcome potential resource challenges
- examine ways to adapt financial plans and spending in response to both planned and unexpected changes in life: i.e., by envisioning possible futures, by anticipating obstacles and adjusting plans to handle possible changes
- explain the importance of flexibility in making financial decisions and taking action
- analyze strategies to deal with crises

**General Outcome 3: Career and Life Choices**

*Students will* develop and apply processes for managing personal, lifelong career development.

**Specific Outcomes**

*Students will*:

C1. examine the components of effective career development as a lifelong process
- describe the career planning process and principles
- relate present daily living skills and experiences to career aspirations
- explain the importance of ongoing self-assessment and self-appraisal

C2. update and expand a personal profile related to potential career choices
- assess personal assets, such as interests, competencies—including skills, abilities, aptitudes and talents—personality traits, limitations and strengths, to expand a personal profile
- assess employability skills and personal, transferable and knowledge-based skills to expand the personal profile
- examine other influential factors, including aspirations, attitudes, values, goals and the expectations of others, or lack thereof, to include in the personal profile

C3. examine the relationship among career planning, career decisions and lifestyles
- explain how decision making, goal setting and planning are ongoing, integrated actions
- demonstrate the use of a decision-making process as part of the career planning process
- describe various factors that can affect opportunities for education and careers
- explain why being resourceful is important to success

C4. develop strategies to deal with the transition from senior high school to post-secondary education/training and/or the world of work
- describe the types and amount of work that can be done now
- assess existing opportunities for work experience, cooperative education, and volunteer and paid part-time work
- use the community in a search for information and experience through career mentoring, job shadowing, investigative interviewing, networking and personal research
- build one or more plans for a transition period of 3 to 5 years
- analyze the career paths of others


©Alberta Learning, Alberta, Canada

C5. develop a quality career portfolio
- describe various sources of personal career aspirations
- assess a wide range of career possibilities
- build a personal occupational profile, including information gathered while envisioning possible futures, examining future employment trends and researching possible career choices
- discuss the importance of persistence and the creation of options throughout career development planning
- build a quality career portfolio by combining the occupational profile and the personal information profile
- discuss how a career portfolio can be used

C6. investigate the range of learning opportunities in post-secondary programs, on-the-job training and apprenticeship training programs
- develop a network of information about a wide range of possibilities
- assess the range of possibilities, their costs, and the available assistance and funding

C7. analyze variations in employment and the implications in the life career process
- analyze the value of work in one's life
- assess the changing nature of the workplace and the ramifications of unemployment, underemployment, seasonal work and other patterns of employment
- explain the importance of flexibility in career planning

C8. determine skills, attitudes and behaviours necessary to getting a position
- identify job search strategies for volunteer and paid positions
- describe personal marketing strategies to find employment
- develop guidelines for the use of portfolios and résumés, and strategies to find the "hidden job market"

C9. determine the skills, attitudes and behaviours necessary for retaining a job
- analyze workplace protocol
- assess strategies for meeting employer expectations to succeed at a job
- examine the issues and strategies for leaving a job and losing a job

C10. investigate employer and employee ethics, rights and responsibilities
- examine the responsibilities and rights of employers
- investigate issues and regulations regarding health and safety on the job
- examine the responsibilities and rights of employees, and suggest strategies for realizing these
- generate a list of strategies for identifying and dealing with discrimination in the workplace

C11. design a plan for turning life goals and aspirations into reality
- consider aspects of enterprise and innovation as possibilities
- examine various entrepreneurs and their success
- generate a list of ways to deal with the challenges of "going out on one's own"


©Alberta Learning, Alberta, Canada

©Alberta Learning, Alberta, Canada

# Chapter 1 Comprehensive School Health

## Defining health

This chapter explores the foundations of health and well-being, and explains the framework of comprehensive school health. This basic information provides a solid foundation for implementing and maintaining the CALM program of studies.

### Determinants of health

Determinants of health are those factors that create and maintain health, not only individual health but also community health. Current literature identifies the following factors: human biology, lifestyle, environment, and availability of health services.

A broader view of these comprehensive health determinants includes:

- peace
- shelter
- education
- food
- income
- a stable ecosystem
- sustainable resources
- social justice
- equity.

The following is another list of factors that may affect health.

**Biology and genetic endowment**: The genes inherited from birth parents form one's physiological make-up, which impacts greatly on an individual's health.

**Childhood development**: The future health of a child is affected by the quality of prenatal care and early childhood experiences.

**Available health services**: The preventative and primary care services offered in a community affect the health of its members.

**Physical environment**: Housing, safety, the quality of water and air in the community, and other environmental factors, known and unknown, have a major impact on health.

**Access to education**: This includes access to, and degree of success at, education. People with a good education have the knowledge and skills needed to be contributing members of their community as well as increased opportunities to be employed.


©Alberta Learning, Alberta, Canada

**Basic health literacy**: Health literacy is the capacity to access, interpret and apply health information and services to make healthy choices. It differs from general education as one can be health literate without substantial formal education.

**Employment and working conditions**: Meaningful employment and a stable income along with a healthy work environment contribute to health. Working conditions also impact health.

**Income and social status**: The general health of a community is not necessarily dependent on its total wealth. However, a community's health is closely related to the relative distribution of that wealth. A community with a greater proportion of people in poverty has a lower health status.

**Personal health practices and coping skills**: People who develop and use their coping skills are self-reliant and better able to solve problems and make positive choices that enhance their health. Their personal health actions and behaviours lead to good self-care and better disease protection.

**Social support networks**: People are better able to deal with difficult situations and maintain a greater sense of control when there is support from families, friends and the community.

## Dimensions of health

There are a number of dimensions of health that provide the basic framework of the CALM Program of Studies: emotional/psychological, intellectual, social, spiritual and physical. Well-being stems from having these dimensions of one's life in harmony with each other. The degree of well-being in each of these dimensions, as well as how these dimensions interact, affect a person's overall well-being.

**Emotional/psychological well-being**: People's personal thoughts and feelings, and the behaviours related to these, reflect personal emotional/ psychological well-being. Important influences include self-image (the way people see themselves), self-esteem (how people feel about what they see), what people choose to do about what they see and feel, and the respect they have for themselves in relationships.

**Intellectual well-being**: How people think and learn, the information they gather, and how they use that information, reflect intellectual well-being. It is influenced by what people know and want to know about themselves, all the other information they know and want to learn, their self-confidence related to learning activities, how they choose to learn more, how they use the things they learn, and how they apply information to making decisions and choices.


©Alberta Learning, Alberta, Canada

**Social well-being**: The ways people relate to others reflect their social well-being. It is influenced by many factors, including how they are treated by others, how they interpret that treatment, how they relate to others, how they communicate, and how they establish and maintain relationships.

**Spiritual well-being**: Spiritual well-being is an important influence on personal choices and decisions. Beliefs, how people act upon them, and personal ethics are integral to total personal well-being.

**Physical well-being**: This dimension includes the actual make-up of the body, how it works, and how it is treated by oneself and others.

Environmental well-being, societal well-being and cultural well-being are other dimensions of personal well-being.

## Health literacy

CALM is the core program for health literacy at the senior high school level. CALM provides opportunities for students to develop health literacy, which includes the key components of critical thinking, effective communication, self-directed learning and responsible citizenship.

Health literacy is the degree to which people can obtain, process and understand the basic health information and services they need to make appropriate health decisions.[1] It is "a person's ability to understand and use health-related information—things that people commonly encounter in the health-care setting—such as reading an appointment slip, interpreting prescription information, or understanding recommendations for self-care."[2]

But it is more than this. For example, basic health literacy is the ability to read directions on a pill bottle, understand the prescription and follow directions to improve one's health. More developed literacy is being able to initiate contact with health-care providers, take actions such as making appointments, and being willing and able to work with health-care providers toward a goal for increased personal well-being. Highly developed health literacy leads to choosing actions that improve health conditions or situations for others as well as for oneself.

Health literacy is key to using the health-care system wisely. Health care is a mutual responsibility, and individuals are being asked to assume greater responsibility for self-care. People need to be able to understand information, explanations and instructions from health-care providers and take the initiative to ask question and request clarification so they can make effective and appropriate health-related decisions.


©Alberta Learning, Alberta, Canada

## Comprehensive school health

### Building commitment

An important principle for Alberta Learning is that of collaboration. Collaboration means working with partners and stakeholders to foster lifelong learning. The comprehensive school health model is an excellent example of collaboration among schools, communities and families.

In order to implement a successful comprehensive school health approach, educators need a solid understanding of the approach, its philosophy and how it can work in the classroom.

- Comprehensive school health teachers need to support comprehensive school health issues in the classroom, school and community.

- Comprehensive school health teachers must be able to identify learning opportunities in the classroom, school and community, and know how they fit into comprehensive school health. Teachers need to champion the cause of comprehensive school health and bring others on board.

### Strategies for a comprehensive school health approach[3]

Comprehensive school health is a broad spectrum of programs, policies, activities and services that take place in schools and communities in order to enable children and youth to enhance their health, develop to their fullest potential, and establish productive and satisfying relationships in their present and future lives.

The goals of a comprehensive approach are to:

- promote health and wellness
- prevent specific diseases, disorders and injuries
- intervene to assist children and youth who are in need or at risk
- help support those who are already experiencing poor health.

There are four major strategies to reach these goals—instruction, preventative health services, social support and healthy physical environments.

**Instruction** includes:

- a comprehensive health education curriculum
- a comprehensive physical education curriculum
- the integration of health instruction into subject areas
- formal and informal learning
- the development of decision-making skills
- effective preservice and inservice training for teachers
- adequate learning and teaching materials
- appropriate teaching methodologies.


©Alberta Learning, Alberta, Canada

**Preventative health services** include:

- appraisals
- screening services
- early identification
- child protection services
- referrals
- guidance services
- counselling
- services for students with special needs
- treatment
- rehabilitation
- post-treatment support
- preservice and inservice training of health and other professionals
- active coordination of services and programs.

**Social support** includes:

- role-modelling by school staff and others
- peer support
- public policy that supports health
- media involvement
- community participation
- staff wellness programs
- appropriate school discipline policies
- effective school management practices
- active student participation
- extensive involvement of parents.

**Healthy physical environment** includes:

- safety procedures and regulations
- sanitation, clean water
- hygiene standards
- environmental health standards
- healthy food services
- smoke-free school policies.

## Building collaboration

CALM is part of a larger framework of strategies and activities that support comprehensive school health. However, to achieve overall health goals for students, schools need to provide curriculum connections beyond the school to the wider community.

This involves establishing collaborative partnerships among students, parents, educators, health-care professionals and other community members to address social and environmental factors that determine optimal health.


©Alberta Learning, Alberta, Canada

Collaboration among schools, parents and communities is a central tenet of comprehensive health education. Parental involvement is an integral component, since the family is the primary educator in the development of student attitudes and values. Activities and processes in CALM encourage family interest and involvement in student learning. The wider community plays a supportive and complementary role in building on student attitudes and values.

Strong links among schools, school councils, regional health authorities and other community-based agencies and organizations facilitate coordinated planning and mutual support of efforts that promote lifelong learning and well-being. The CALM program encourages and fosters these connections and collaborations.

The comprehensive school health approach recognizes that schools are part of the greater community and that learning happens in and beyond the school environment. It acknowledges that much of what is learned is affected by influences outside the classroom, and that the likelihood of students adopting and maintaining healthy behaviours increases when messages from multiple sources are consistent.

CALM teachers can be the impetus for many activities, ranging from addressing cross-programming issues to initiating the implementation of a comprehensive school health approach in the community. CALM teachers are in a position to support and promote a comprehensive school health approach.

Innovations such as comprehensive school health are usually championed by one or more visionary individuals. Champions may be education or health professionals within the system, informed parents or community stakeholders. While champions may reside outside the education and health sectors, having champions connected to both education and health increases the likelihood for success. Regardless, champions share common attributes including having a clear purpose, influence, receptivity to new approaches, and a passion that inspires support.[4]

The benefit of promoting a comprehensive school health approach with parents and community members is that home, school and community can work together to meet the specific needs of a school. The approach will look different in each school because the needs, issues and concerns of students and their families vary from school to school and from community to community.


©Alberta Learning, Alberta, Canada

# Chapter 2 Implementing CALM

## Teaching CALM

All teachers require a special combination of talents and attitudes, including a sense of professionalism, responsibility and respect for students and for oneself.

Students will benefit if CALM teachers are good relaters. This involves expressing warmth and compassion along with a professional sense of responsibility. CALM covers a great range of topics, from negotiating conflict within the family to dealing with the stresses of making career decisions. Students are likely to express a range of emotions and opinions that might not be expressed in other classes or situations. CALM teachers have the opportunity to offer guidance and encourage students to use decision-making skills to make wise decisions and choices. Support for students as they grow and learn throughout the course is a key component of CALM.

While the teacher is responsible for the overall delivery of CALM, many resources, including parents and school counsellors, are available and should be used. A CALM teacher needs to be familiar with the available resources within the school and community.

CALM needs to be as relevant as possible for students. This means teachers must stay current and be willing to delve into topics that arise. Students will benefit most if CALM teachers have an enthusiasm for doing and a willingness to create hands-on experience for students.

Teaching CALM requires an investment of time and energy. Any course that involves the community requires time to make contacts, develop relationships and communicate so that all parties understand the parameters of participation. Teachers may also choose to supervise targeted student activities that support CALM learner outcomes.

## Promotion

It is vital that CALM be explained well to students, parents and community members. This means that teachers and administrators must be well-informed and willing and able to speak knowledgeably about CALM. Promoting CALM means letting people know what CALM is all about.

The messages of promotion should include:

- a solid description of the content and methods of instruction; e.g., decision-making framework, instructional and learning experiences
- time requirements and credit allocation
- explanation of why CALM is valuable for students.


©Alberta Learning, Alberta, Canada

## Getting the message out

Promotion is an ongoing activity. There are countless ways to get the message out. Different approaches will work with different target audiences. Here is a sampling of promotion ideas.

- Look for opportunities to promote the program.
  - Do a quick promo at a staff meeting.
  - Speak at school orientation meetings.
  - Feature information about CALM on the school Web site.
  - Do promos in the school newsletter.
  - Put a CALM page in the yearbook.

- Design a brochure.
  - Distribute brochures to parents, within the school, in the community and to interested stakeholders and key supporters of the program.

- Put together a travelling display. The display could include:
  - samples of student projects
  - learner outcomes
  - sample activities.

  Use the display for public events, including parent nights, sporting events and junior high orientation.

# Implementation

It is important to become familiar with the program of studies. This will serve teachers well through the stages of planning, preparation, instruction and assessment. Teachers should consider the goals and learner outcomes of the program of studies each time they organize a specific activity, plan a specific lesson or create a unit plan.

## Identify program connections

There are several senior high school programs that touch on concepts and outcomes taught in CALM.

To begin making these connections, seek out the teachers of physical education, basic business, CTS courses, career planning programs and other related courses. Talk with those teachers about their curriculums and potential connections, overlaps or repetitions. Chart the connections so they can be easily identified. Discuss common issues. Communicate this cross-programming information to all teachers involved.

There are a number of good reasons for doing this, including the following.

- Overlaps of concepts and content will be clearly identified and teachers will know how many students are subject to those overlaps. Identifying overlaps can help teachers determine strategies for ensuring the best use of resources, such as multimedia, guest speakers and community experiences.


©Alberta Learning, Alberta, Canada

- Teachers may discover that assumed overlaps do not actually exist. For example, two teachers teaching budgeting and money concepts may not cover the same subconcepts. Once it is understood that there is limited overlap, teachers can work together to enhance each other's program.

- By looking carefully at what each curriculum specifically indicates, teachers can narrow the scope of their courses to reduce overlap. This allows instruction to be tightly aligned with the learner outcomes in the programs of study, and makes the most effective use of planning and instruction time.

- Teachers may identify programs with activities and instructional strategies that support and enhance health education in general and CALM in particular.

It is essential to identify and acknowledge connections among programs so that guest speakers, community experiences and resources are used wisely. Collaborative planning can improve communication and enhance working relationships.

## Extend CALM with CTS options

CALM can be extended to 4, 5 or 6 credits by adding 1-credit Career and Technology Studies (CTS) options. There are many such options that can be combined to extend the CALM course. For example, CTR2310 Career Directions–Expansion and CTR3310 Career Directions–Transitions complement the learner outcomes in CALM and build on the skills and attitudes developed in that course.

When choosing CTS options for extending CALM, consider the relevance and suitability of potential options. One way to do this is to choose courses that align with one of the three general outcomes of the CALM program. The following list is a sampling of CTS courses that link to CALM outcomes.


©Alberta Learning, Alberta, Canada

**Personal Choices**

*Community Health*

CMH1010: Family Dynamics
CMH1040: Caring for Children
CMH1050: Child Development
CMH1080: Perspectives on Health
CMH2010: Adolescent Health Issues
CMH2030: Community Volunteerism
CMH2120: First Aid/CPR
CMH3010: Family Issues
CMH3140: Perspectives on Marriage
CMH3020: Parenting
CMH3030: Aging
CMH3040: Prenatal & Postnatal Care
CMH3120: First Aid/CPR for Children

*Foods*

FOD1010: Food Basics
FOD1040: Meal Planning 1
FOD2030: Food Decisions & Health
FOD3010: Food for the Life Cycle

**Resource Choices**

*Enterprise and Innovation*

ENT1010: Challenge & Opportunity
ENT1020: Planning a Venture
ENT2040: Implementing the Venture

*Financial Management*

FIN1010: Financial Information
FIN1020: Service Business 1
FIN1030: Service Business 2
FIN2040: Financial Software
FIN2010: Taxation (Personal & Small Business)
FIN3020: Management Accounting
FIN3040: Financial Statements
FIN3060: Financial Analysis
FIN3070: Financial Planning

*Legal Studies*

LGS1010: You & the Law 1 (as a Consumer and as a Family Member)
LGS1020: You & the Law 2 (in Society and in the Workplace)
LGS2010: Family Law
LGS3080: Criminal Law

**Career and Life Choices**

*Career Transitions*

CTR1210: Personal Safety (Management)
CTR1010: Job Preparation
CTR1020: Leading by Example
CTR2210: Workplace Safety (Practices)
CTR2010: Job Maintenance
CTR2020: Taking the Lead
CTR2030: Governance & Leadership
CTR3210: Safety Management Systems
CTR3010: Preparing for Change
CTR3020: Organizational Leadership
CTR3030: Leading for Change

Additionally, students may choose to extend their CALM with a CTS option that is linked to their occupational interests and goals.

When schools extend CALM with one or more CTS courses, the following guidelines apply.

- Teachers who provide or supervise instruction must be certificated and knowledgeable about both CALM and the CTS courses.
- Prior to registration, schools need to provide information to parents and students about the philosophy and outcomes of each integrated CTS course, and how student learning will be assessed in each integrated course.
- Information and counselling services need to advise students that registration in a combined or extended course is optional.
- Students need access to a minimum of 25 hours of instruction per credit.
- Teachers must offer each integrated course in accordance with the approved program of studies.


©Alberta Learning, Alberta, Canada

- Students must meet the standards specified in each 1-credit CTS course for all outcomes within that one course in order for a teacher to provide a passing grade in the CTS component.
- The 3-credit CALM course and each CTS course must be graded separately, and credits must be awarded and reported separately.
- Any prerequisites to CTS courses must be met first. Refer to individual courses for prerequisite requirements.
- A student who has already received credit in an integrated 1-credit CTS course is not eligible to earn another credit for the same 1-credit CTS course.

For more information, see the *Guide to Education: ECS to Grade 12* or check the Alberta Learning Web site at www.learning.gov.ab.ca/k_12/curriculum/other.asp.

## Identify and gather resources

There are a number of authorized support and teacher resources. For an updated list, see the Learning Resources Centre Web site at www.lrc.learning.gov.ab.ca.

Alberta Learning works with teachers across the province to review and authorize instructional materials to support the implementation of CALM. There are three authorization categories.

- **Student basic** learning resources are the most appropriate for addressing the majority of CALM outcomes.
- **Student support** learning resources assist in addressing some of the outcomes of the course.
- **Authorized teaching** resources are the best available resources to support the implementation of CALM. They may be teacher guides to accompany student resources or teacher professional resources.

Alberta Learning strongly recommends that teachers read all selections in the student resources and review all activities in the teacher guides before using the materials and activities with students.

Resources come in many forms and can be found in many places, including the following.

- **Learning Resources Centre** (LRC) sells authorized student support resources and authorized teaching resources. The Alberta Learning Web site has links to the Learning Resources Centre.

- **School districts** may offer resources, including locally developed materials. Contact your school board office for more information. District consultants may also be able to provide ideas and expertise in many areas of the curriculum.


©Alberta Learning, Alberta, Canada

- **Libraries and resource centres** in schools, communities and post-secondary institutions can be valuable sources of information on many topics.

- The **Internet** can provide many sources of information.

- **Local and national media** provide local perspectives and information on current issues.

- **Community agencies and personnel** can provide a wide range of information, resources and support. As well as providing print resources, they can be a source for speakers and community experiences. This source includes government health organizations, voluntary health organizations, service groups, police and fire departments and business.

- **Regional health authorities** can provide information, training and materials for many school health program needs.

## Make connections

Many of the contacts teachers make through the CALM program will become allies in the comprehensive school health approach. Other staff interested in supporting the CALM program include physical education teachers, CTS teachers and school counsellors. Keep these people involved and informed.

Look to the school administration for support. Explain what they can do to help. Let them know what is needed in terms of student and teaching resources, professional development, and getting the message out. School administrators can also develop and implement school policies and regulations that encourage responsible and respectful citizenship.

## Professional development

Ongoing professional development is vital for teachers to receive inspiration, positive reinforcement and updated information on subject and teaching strategies.

It is important for CALM teachers to plan for professional growth and development. Here are some suggestions to help with the planning.

- Find out what professional development opportunities are available through school districts, regional health authorities, local teachers' conventions and other health organizations in the community.

- Check out specialist councils. What do they offer to members? Check newsletters, journals, conferences and seminars.


©Alberta Learning, Alberta, Canada

- Look for ways to do professional development independently. For example, read relevant books and magazines and search for credible Web sites.

- Start an informal support group with other CALM teachers and health educators. Get together for conversation several times throughout the school year.


©Alberta Learning, Alberta, Canada

©Alberta Learning, Alberta, Canada

# Chapter 3

# Establishing a Positive Learning Climate

## A healthy CALM classroom

The experiences and feel of the classroom are important components of the CALM program. The climate of the classroom—the people, how they relate to each other and the learning activities—will affect the total learning experience, positively or negatively, for everyone.

There are five important characteristics that contribute to a healthy CALM classroom. They include: a sense of value and worth; a sense of respect; a sense of security and safety; a sense of engagement; and a sense of humour, enjoyment and fun.

### A sense of value and worth

From the start, students need to know that CALM is full of rich content, with many opportunities to explore and develop new skills and concepts. Teachers should provide students with a comprehensive course outline that explains how and when they will be working on specific skills and concepts. Teachers should also explain how assessment and evaluation will be carried out.

Throughout the course, students need to see the value of CALM instruction and learning activities. Students need to know that what they are doing is worthwhile and what they are contributing to class is valuable.

### A sense of respect

Students have rights in the CALM classroom—the right to respect, the right to opportunities to learn and the right to privacy. They also have responsibilities—responsibilities to participate and contribute to class discussions and activities.

Teachers' responsibilities include offering the best possible instruction and demonstrating respect toward students. Teachers also have rights, the same rights as the students—the right to respect, the right to opportunities to learn and the right to privacy.

It is a sense of mutual respect that truly sets the tone of the CALM classroom. Respect for others is based on knowing them and being aware of their individual strengths, needs, beliefs and experiences. Teachers need to know their students in order to connect with them on an intellectual level. Many specific outcomes of CALM provide opportunities to explore personally relevant topics. When possible, allow students to choose topics and issues that interest them. Use the personal experiences of students as starting points to link the practice and transfer of skills in the classroom to the home and community.


©Alberta Learning, Alberta, Canada

Clear behavioural expectations are part of creating a healthy and safe community. They are necessary parameters for constructive interactions to ensure students maintain self-respect and respect of others. The list of behavioural expectations should be brief, clear, explicit and written in positive language. It is especially important to provide clear behavioural expectations for students venturing into community settings.

Classroom routines and guidelines also need to be flexible and adaptable to the changing nature and needs of the students. For example, there may be tighter parameters early in the year that broaden as students develop new skills and attitudes.

## A sense of security and safety

Students need a safe and caring environment in which to explore feelings, ideas and issues surrounding personal choices. A CALM classroom must be physically and emotionally safe. Setting expectations and limits are critical to the emotional safety of students. Students should feel free to speak without ridicule, teasing, taunting or other humiliation.

### Sharing personal information

Dealing with controversial and sensitive issues encourages students to examine their own beliefs and experiences. Inherent in asking students to share personal information in the CALM classroom, is the issue of confidentiality.

Teachers need to act with sensitivity and discretion when handling information that is personal or could cause embarrassment or distress to a student or family. They need to anticipate where a discussion is going in order to protect individual students from revealing inappropriate personal information.

### The right to privacy

It is essential to respect students' right to privacy by establishing routines that allow students to "pass" when they do not wish to contribute to a specific discussion. This respect for boundaries extends to teachers. Teachers have the right to decline to share personal information or opinions on any topic.

Be considerate of student privacy and share information about students on a need-to-know basis. Be aware of how the *Freedom of Information and Protection of Privacy Act* (FOIPP) affects policy and practice in your school.

### Using response journals

Response journals provide students with opportunities to:

- reflect on what they have learned
- ask questions about the topic being taught
- react to recent learning activities.


©Alberta Learning, Alberta, Canada

Students need to know the purpose of writing in their journals and understand how to use journals in a classroom setting. It is important that students know that the journals belong to them to use for expressing personal thoughts and reactions. It must be understood that remarks are private and will not be shared publicly. However, students need to understand also that the journals are not intended to be personal diaries, as teachers may read the entries.

### Handling disclosures of abuse

In the CALM program of studies, issues of personal safety are integrated into several learner outcomes. These topics may generate important discussion. If a student discloses information about an abusive situation, teachers are legally and ethically obligated to report the situation directly to the local Alberta Child and Family Services office. Many First Nations have a child welfare agency that provide services on reserves. If you are unable to reach the local office or it is after business hours, call the Child Abuse Hotline at 1–800–387–5437. Abuse includes physical abuse and sexual aggression of any form.

## A sense of engagement

Engagement begins with teachers projecting a sense of anticipation about the topic and activities, and sharing that enthusiasm with students.

When students feel that their learning needs are being met, they have a sense of excitement about what they are doing. If they enjoy class time—if the activities and experiences interest them—they will actively participate. If they believe that what they are doing has value, they will be willing to invest time and energy.

## A sense of humour, enjoyment and fun

Humour is a life-management skill, and students who can see the lighter side of things manage stress more effectively. Teachers can use cartoons, word play, and humorous observations and stories to provide humour. Teachers need to be willing to acknowledge and enjoy spontaneous humour as it happens in the classroom.

Teachers should also be aware of humour that is inappropriate. Give students guidelines that include the following points.

- Think before saying something rude or insulting, even if it sounds funny. These remarks are disrespectful.
- Never use humour to embarrass or humiliate someone.
- There is no place for off-colour humour, stereotyping, or prejudicial comments or actions in the classroom. However, teachers need to consider individual remarks and avoid over-reacting. Adolescents are still learning the nuances of humour. Teachers can use incidents of inappropriate humour as teachable moments.

There are situations in which humour in the classroom is inappropriate and unwelcome. Be straightforward and tell students when that is the case.


©Alberta Learning, Alberta, Canada 2002

## Sensitive issues

CALM deals with many sensitive topics, issues and ideas. They include:

- the emotional and spiritual dimensions of health
- topics related to family interactions
- personal, family and community values
- family history
- cultural diversity/differences
- dealing with personal and family crises
- personal relationships in general
- ways to express caring
- issues of sexuality.

These topics need to be taught within a framework that is sensitive and respectful of families and communities. It is important for teachers and administrators to review provincial and jurisdictional policies related to sensitive issues.

## Handling controversial issues

Almost any topic can become controversial. Teachers rely on their sense of responsibility and professionalism to create constructive learning experiences.

### Alberta Learning guidelines for controversial issues[5]

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of student education in Alberta.

Studying controversial issues helps prepare students for responsible participation in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, reason logically and open-mindedly, respectfully examine different points of view and make sound judgements.

Teachers, students and others participating in studies or discussions of controversial issues should exercise sensitivity to ensure no one is ridiculed, embarrassed or intimidated for his or her position on controversial issues.

When discussing controversial issues:

- present alternative points of view, unless that information is restricted by federal or provincial law
- consider the maturity, capabilities and educational needs of students
- consider the requirements of provincially prescribed and approved courses, programs of study and education programs
- consider the neighbourhood and community in which the school is located, as well as provincial, national and international contexts.


©Alberta Learning, Alberta, Canada

Teachers should use controversial issues to promote critical inquiry rather than advocacy, and to teach students *how* to think rather than *what* to think.

Schools play a supportive role to parents in the areas of values and moral development, and should handle parental decisions about controversial issues with respect and sensitivity.

### Increasing teacher confidence

Here are some things teachers can do to increase their comfort and confidence levels for teaching controversial and sensitive topics.

- Read all print resources and preview all audiovisual materials.
- Be willing to admit when you don't know the answer to a question. It's good role-modelling for students to see a teacher say "I don't know and this is how we will go about finding out the answer."
- Practise, practise, practise. Rehearsing portions of lessons that are of concern can make the actual instructional time more comfortable.
- A sense of humour can get you through much. Remember that students may be uncomfortable discussing some of the topics; they will appreciate a kind sense of humour.
- Use the many print and multimedia resources available.
- Use the human resources available, such as public health nurses and other community health personnel.

## Human sexuality instruction

Effective human sexuality education enhances sexual health and encourages positive self-image, self-worth and maintenance of physical and reproductive health. It also helps prevent sexual health problems, such as unintended pregnancies, STDs/AIDS and abuse.

Adolescents rely on parents to provide guidance about sexual issues, ideas, opinions and values. The family is the primary sexuality educator. School is an important secondary educator and the CALM classroom can be a place where adolescents receive sexuality information that is accurate and relevant to their health.

The human sexuality concepts in CALM are designed to result in a quality instructional program, which:[6]

- instills sensitivity to and awareness of the impact of one's behaviour on others, stressing that sexual health is an interactive process that requires respect for self and others
- emphasizes the self-worth and dignity of the individual.

In Alberta, the human sexuality component of the health curriculum begins in Grade 4 and is taught every year until Grade 9. It is then taught at the senior high school level in CALM.


©Alberta Learning, Alberta, Canada 2002

## Alberta Learning guidelines for human sexuality education

The sexuality-related specific outcomes are found in the first general outcome of the CALM program of studies. They are shown in ***bolded italics***. Teachers are required to communicate with parents about these specific outcomes, topics and resources prior to teaching them.

The human sexuality-related outcomes are:

P11. ***examine the relationship between commitment and intimacy in all its levels***
- ***identify expectations and commitments in various relationships***
- ***examine a range of behaviours for handling sexual involvement***
- ***describe how personal values play a role in relationships***
- ***explain the role of trust and ways to establish trust in a relationship***
- ***develop strategies for dealing with jealousy***

P12. ***examine aspects of healthy sexuality and responsible sexual behaviour***
- ***explain the ongoing responsibility for being sexually healthy***
- ***examine a range of behaviours and choices regarding sexual expression***
- ***describe sexually healthy actions and choices for one's body, including abstinence***
- ***analyze strategies for choosing responsible and respectful sexual expression***
- ***describe the ways in which personal values influence choices***
- ***assess the consequences of being sexually active.***

## Communicating with parents

Communicating with parents is important throughout CALM. Parents must be advised prior to the start of sexuality instruction of their right to exempt their children from this part of the CALM program.

Parents need to know about:
- learning outcomes
- topics for study and discussion
- resources
- major activities or assignments.

One way to communicate about these human sexuality outcomes is to hold a meeting with parents prior to teaching these outcomes. At the meeting, parents have an opportunity to look at the learning resources, ask questions and discuss concerns. Public health nurses or school counsellors could help teachers host these meetings. See the following page for a sample letter to parents.


©Alberta Learning, Alberta, Canada

## Exemption from instruction

Parents of children under the age of 18 who live at home have the right to request exemption from instruction in human sexuality by submitting a letter to the school principal indicating their request.

CALM teachers must provide alternative learning experiences for students who are exempted. This could include joining another class for an appropriate learning activity or completing an alternative project in the library or computer lab.

*Sample letter to parents re: human sexuality instruction*

Dear Parents,

Since January, students in Career and Life Management (CALM) have been hard at work on personal career portfolios. This work will continue through the next several weeks as students gather information for their portfolios.

Students have also been working on the *Personal Choices* portion of CALM. We are looking at the importance of relationships that provide friendship, support and affection throughout our lives.

Beginning the week of February 5, students will begin a three-week unit that will focus on:

- the role of trust and ways to establish trust in a relationship
- strategies for dealing with jealousy
- behaviours for handling sexual involvement
- sexually healthy actions and choices for one's body, including abstinence
- strategies for choosing responsible and respectful sexual expression
- ways in which personal values influence choices
- the consequences of being sexually active.

I am hosting an information session for parents on this part of the CALM program on Tuesday, January 25 at 7 p.m., in the school library. This will be an opportunity to discuss these topics and view the resources that we will use in class.

If you wish to withdraw your son or daughter from the human sexuality instructional component of CALM, please request this in writing to the school principal before January 29. Students not participating in this component of CALM will do an alternative research project in the library, under the supervision of our teacher–librarian Mr. Buckmyster.

Please call me if you have questions or concerns. I can be reached at 123–4567. If I'm not available to take your call, please leave a message and I will return it as soon as possible. Thank you.

Sincerely,

CALM teacher


©Alberta Learning, Alberta, Canada 2002

## Communicating with parents

Parents are essential partners in health education. Because so much of health and life skills learning occurs naturally in the home, parents often have a special interest in related topics and activities that are introduced, taught and discussed in health-related programs.

Parents may want to know the philosophy and rationale of the CALM curriculum and its outcomes. Parents need to be confident that the classroom teacher is following the approved program of studies and using authorized resources.

Parents who are fully informed about CALM are typically supportive. There are many ways to keep parents informed. Begin by meeting with parents early in the school year. Invite them to participate in an evening presentation that includes taking part in some actual classroom activities. Display resources and materials for the program. Enhance partnerships with parents by dealing proactively with potential issues and concerns and encouraging questions and discussion.

Because families with adolescents are typically dealing with issues of independence and conflict, aspects of the CALM curriculum that deal with these concerns may be of special interest to parents. Issues relating to sexuality education may also be of interest. Be prepared to discuss these topics, show resources and respond to questions.

The reality is, in some families, adults make unhealthy choices. Teenagers may see the adults in their lives abuse alcohol or drugs, smoke cigarettes or make unhealthy food choices. Teachers need to be sensitive and tailor health messages to encourage positive health choices without criticizing those who make other choices. Teachers can also help students understand that some habits, such as smoking, are difficult to change. Students need to learn the life skill of communicating concern without judging or criticizing.

### Share the curriculum

At the beginning of the course, provide students and parents with an outline of the CALM curriculum and a timeline for the concepts students will be exploring. Explain key instructional strategies, and outline how student learning will be assessed and reported. Encourage parents to have regular discussions with their teenagers about what they are learning in CALM.

### Create opportunities

There may be opportunities for parents to participate. Schools can offer parent education programs focusing on topics that parallel those in the classroom, such as money management, conflict negotiation and discussing sexuality issues with teens. Parents can be invited to join students during community activities, serve as guest speakers and attend classroom or school-wide events. Activities can be designed to include parents throughout the school year.


©Alberta Learning, Alberta, Canada

Encourage students to discuss their learning and progress in CALM with their parents. In this way, families have the opportunity to offer input that reflects their cultural beliefs, practices and values.

### Newsletters

It is critical to keep the lines of communication open through ongoing contact. A regular newsletter can include articles about CALM activities and experiences. Clearly outline the goals and explain the benefits of these activities and experiences. When possible, have students write brief articles. They can reflect on what they learned from the activities and why these concepts are important. Use the newsletter to encourage parents to contact you with questions, concerns or suggestions.

Another effective strategy for involving parents is to produce special publications, such as a one-page fact sheet, that offers ideas on how families can support their teens' learning.

### Be a resource

CALM teachers can also be a resource to families. Parents may want to use classroom materials in their discussions at home or may request additional information on topics related to the curriculum. CALM teachers can recommend sources of information available to families from public health and community agencies, as well as other support groups in the community.

## Community involvement

### Bring the community to students

The community is a major stakeholder in education and can be an effective partner in the learning process. Guest speakers can inject new ideas and opinions into the classroom. Whether a single guest or an expert panel, new faces and new perspectives can stimulate students to consider issues from different angles and assimilate new information.

The use of community members and resources needs to be integrated into course planning. Representatives of business, industry, government, social agencies, service groups, institutions and local clubs, as well as parents, school staff and community members offer a wide range of services, resources, information and experiences to share with students.

When planning for the participation of guests, teachers must ensure the presentation, activity or experience:

- is consistent with the current knowledge and skill levels of students
- demonstrates sound pedagogy
- provides a balanced approach to curriculum topics and related issues. Learning experiences must reflect a broad understanding of related issues and alternatives. Presentations of course content that are limited to a singular or narrow view are not consistent with learner outcomes and should not be part of the school program
- is exemplary of approved health and safety standards—particularly if there is food use or any physical activity that has safety standards.


©Alberta Learning, Alberta, Canada

## Prepare guests

Teachers need to be aware of board policies or school guidelines regarding the use of guest speakers in the classroom. If any type of permission is required, it should be obtained prior to issuing the invitation. If there are any questions, teachers should check with the school administration. It is a courtesy to let your school administrator know when a guest will be in the school.

Take the time to adequately prepare for guest speakers. It will enhance the experience for students, teachers and guests. Discuss the focus of the unit currently under study and share strategies for interacting with students. Ensure that guests understand parents have the right to exempt their children from the human sexuality component of the course, so if this is to be part of the presentation, parents must be notified and offered this option.

Follow the telephone conversation with a written confirmation that includes:

- the date and time of the presentation or activity
- the location and directions to the school and classroom
- parking arrangements
- the length of the presentation
- the topic to be covered
- specific goals of the session
- equipment available for the presentation
- a brief description of the speaker to be used as an introduction
- a contact telephone number.

Provide the speaker with information about the class and program so that presentations can be designed to best meet the needs of that particular group of students. (See *Teacher Tool 1: Planning checklist: Hosting a guest speaker,* page 123.)

Encourage speakers to use a variety of instructional strategies. Rather than just presenting a formal lecture, speakers need to consider including question-and-answer sessions or activities in which students can participate.

Share these tips for presenting.

- Personalize information so students understand how it relates to their lives.
- Question students to determine what they know and think about the topic.
- Use visual aids and actual items or samples to better explain concepts.
- Use vocabulary and concepts that are age-appropriate.
- Vary the pace.
- Maintain good eye contact while talking.
- Move around the classroom.
- When appropriate, provide a memento of the visit.

(See Teacher Tool 2: Guest speaker checklist, page 124.)


©Alberta Learning, Alberta, Canada

## Prepare students

Students can prepare for guest speakers through various activities, such as researching topics or issues to be addressed and gathering information about speakers, agencies or groups. Students can also prepare questions to ask speakers.

If necessary, review listening behaviours, expected etiquette and ground rules for asking questions. Some speakers encourage questions throughout a presentation; other speakers prefer that questions be held to the end. Stress the importance of staying focused on the topic and allowing others to have a chance to speak. Students can wear name tags so guests can address them by name.

Formally introduce speakers at the beginning and publicly thank them at the end. Both tasks can be performed by students. Ask for volunteers ahead of time and help them define their role and how to go about doing it. Teachers may wish to outline these tasks at the beginning of the year so students understand the task and feel capable enough to volunteer.

## After the presentation

Follow up the presentation with thank-you letters to speakers. Have students include comments on how they benefited from the visits. This gives students an opportunity to reflect on the issue or topic presented and also gives guests useful feedback.

Guest speakers can also be recognized in other ways. For example, include brief descriptions of their visits in class or community newsletters and send copies to guests.

## Taking students into the community

Encourage students to look beyond the walls of the classroom. They can study and learn about specific outcomes of the CALM curriculum by going into the community to gather information, working on projects or providing services. Working with community service agencies or organizations on specific tasks can help students develop a sense of community and purpose, and a real understanding of local needs and issues. It also provides opportunities to develop employment and leadership skills.

The benefits of community involvement are many. Students can build relationships with new adults and apply skills to real-life situations and problems. Students can have authentic opportunities to contribute to the community. The community can gain a better understanding of the needs of students and schools. There are many possibilities for community involvement within the CALM program.


©Alberta Learning, Alberta, Canada

©Alberta Learning, Alberta, Canada

## Identify what you know

### Know the curriculum

Knowing the curriculum allows teachers to sequence activities, build on prior learning and make community connections. Becoming familiar with both learning outcomes and the philosophy underpinning the CALM curriculum helps teachers make effective decisions when planning and selecting activities and resources.

### Know the students

Plans for CALM instruction vary from one class grouping to another because each group of students has different needs, interests and abilities. Teachers need to decide how to allocate time for the major learning outcomes based on the needs of the students they are currently teaching.

Consider the knowledge and skills students bring to CALM.

- What is their instructional history?
- Where are they in the new K–9 Health and Life Skills implementation cycle?
- What concepts did they explore in earlier grades?

Develop an inventory of potential topics and ask students to rate their own knowledge in each area. (See *Student Tool 1: How much do you know?*, page 135.)

Think about the life experiences students bring to CALM.

- What are their family experiences?
- What are their work experiences?
- What social experiences do they have?
- How can parents be involved in the course?

Consider the personal and social issues of this group of students.

- Who are their heroes and role models?
- What kind of movies and books do they enjoy?
- How do they spend their leisure time?
- What issues matter to them?
- What do they want to learn more about?

Develop an interest inventory to gather this information. (See *Student Tool 2: What matters to me*, pages 136–137.)

Consider the learning needs of this group of students.

- How do they learn best?
- What kind of learning activities engage them?
- What academic skills and strengths do they bring to the course?
- What learning and thinking skills do they need to develop?
- Which students have special needs? What kind of accommodations do they need to be successful?


©Alberta Learning, Alberta, Canada

## Know the school

Talk with other teachers to find out how the CALM program fits with current issues and initiatives within the school community. Consider the following.

- How does the CALM program connect with what students are learning in other subject areas?
- How can CALM build on cross-programming connections?
- How can the other subject areas support CALM? For example, could a novel study in English Language Arts support a CALM learner outcome or could a study skills unit in CALM support learning in other content areas?
- What skills and concepts do other teachers identify as important to student success?
- Are there significant social and health issues within the school? If so, how can the CALM program address these issues?
- What social or health initiatives are happening in the school? How can the CALM program support and enhance these initiatives?

## Know the community

The level of student engagement and interest will be enhanced by choosing topics and issues that affect the daily lives of students. It is essential to identify the strengths and needs of the community in which students live in order to address relevant topics in the CALM classroom. Consider the following.

- Are there significant social or health issues in the community? How can these issues be addressed through the CALM program?
- How can the community be involved in the delivery of CALM?

## Gather resources

Consider available resources and how they might complement curriculum outcomes. Videos, posters, novels, reference materials, commercially designed manuals, community designed programs, Web sites and people are all examples of resources. To meet the needs of all learners, it is essential to use a variety of resources.

A list of resources reviewed and authorized by Alberta Learning is available on the Web site at www.learning.gov.ab.ca/lrdb. The list includes authorized student and teaching resources. There are many other resources for CALM—no single resource can be used to teach the entire CALM curriculum.

Schools need to inventory and review current resources, and make plans for compiling additional resources. It is also important to cull and discard outdated and questionable materials. Ensure the material used with students is appropriate, engaging and accurate.

## Assemble a list of contacts

Put together a list of contacts in the community. The list should include people who could come into the classroom as well as contacts for learning experiences in the community.


©Alberta Learning, Alberta, Canada

## Choose an instructional framework

Instructional frameworks act as lenses, helping teachers clarify and enhance their instructional ideas and practices into an interrelated set of teaching tools. Instructional frameworks help teachers make wise choices about how to use an array of learning, teaching and assessment activities to best meet the learning needs and interests of students.

The following are sample instructional frameworks that are congruent with the CALM curriculum.

### Brain research

Over the past 30 years, new technology has resulted in a dramatic increase in information about the brain. Educators are using this information to support and inform classroom practice. Politano and Paquin (2000) outline 10 factors to create brain-compatible teaching and learning environments for education. These factors, based on the research of Eric Jensen, are: uniqueness, assessment, emotions, meaning, multi-path, brain-body, memory, nutrition, cycles and rhythm, and elimination of threats.

**Uniqueness**—Brain-based learning is compatible with CALM because the outcomes of the curriculum recognize and value the uniqueness of individuals. The CALM curriculum encourages students to identify their strengths and needs as learners, and provides them with choices on how to process their thinking and represent their learning. This choice and variety permit each student to work in ways that most suit his or her learning style and developmental stage.

**Assessment**—Because of the wide-ranging outcomes in the CALM curriculum, it is essential that good assessment practice drive instruction. Teachers need to find out what students already know and what they need to learn. Assessment is most authentic when learning is demonstrated through real tasks and assignments that closely reflect previous work in the classroom.

**Emotions**—The CALM curriculum discusses emotions and how they affect daily lives, including learning, attention, health and memory. CALM helps students become aware of their emotional states, and develop strategies for managing their emotions.

**Meaning**—The intent of the CALM curriculum is for students to create meaning, rather than just receive information. Teachers can help students create meaning by providing opportunities to explore the big picture perspective of health-related issues, and by making links between what students are learning and how they are living.

**Multi-path**—In the CALM classroom, there are many opportunities to present rich, multidimensional, sensory experiences. The more ways teachers present information to students, the more opportunities students have to make those brain connections, and to understand and remember material.


©Alberta Learning, Alberta, Canada

**Brain–body**—Using physical activity as part of instruction helps motivate and energize students. Role-plays, cooperative games and service learning projects all help the brain learn.

**Memory**—Memory plays an important role in learning. There are many strategies in CALM instruction, including role-plays, reflective journals and storytelling, that help students build memories.

**Nutrition**—Several specific outcomes in the CALM curriculum address the importance of healthy food choices and how nutrition affects learning, attention, moods and general well-being. Students should be encouraged to eat nutritiously and use water bottles during the school day to maintain energy levels and optimum brain functioning.

**Cycles and rhythms**—Individual students have varying body rhythms and energy cycles. By providing choice and variety wherever possible, teachers create the most productive learning climate for all. Cycles can be positively affected through actions that emotionally engage students, such as storytelling, music, humour and drama.

**Elimination of threats**—A safe and supportive classroom climate is critical to engaging students in the learning process. Teachers can observe students in the classroom environment to identify common stressors that inhibit learning. CALM teachers can work with students to minimize and manage the effects of these stressors.

## Multiple intelligences

In his groundbreaking book, *Frames of Mind,* Howard Gardner coined the term multiple intelligences to describe the many ways of knowing that all people possess. The Multiple Intelligences Theory states that intelligence is not fixed, but continually expands and changes throughout one's life. Gardner states that students learn in different ways and need a variety of experiences to develop all their ways of knowing.

Gardner suggests that all people possess at least eight intelligence areas: logical/mathematical intelligence, visual/spatial intelligence, bodily/kinesthetic intelligence, musical/rhythmic intelligence, interpersonal intelligence, intrapersonal intelligence, verbal/linguistic intelligence, and naturalistic intelligence.

Currently, Gardner is studying the possibility of another form of intelligence—existential intelligence. Existential intelligence involves the ability to explore complex philosophical questions.

In his books for teachers, Thomas Armstrong puts Gardner's Multiple Intelligences Theory into student-friendly language and develops strategies for its practical application in the classroom. He talks about different kinds of smart and suggests that students need experience using all the kinds of smarts, in a range of activities and contexts.


©Alberta Learning, Alberta, Canada

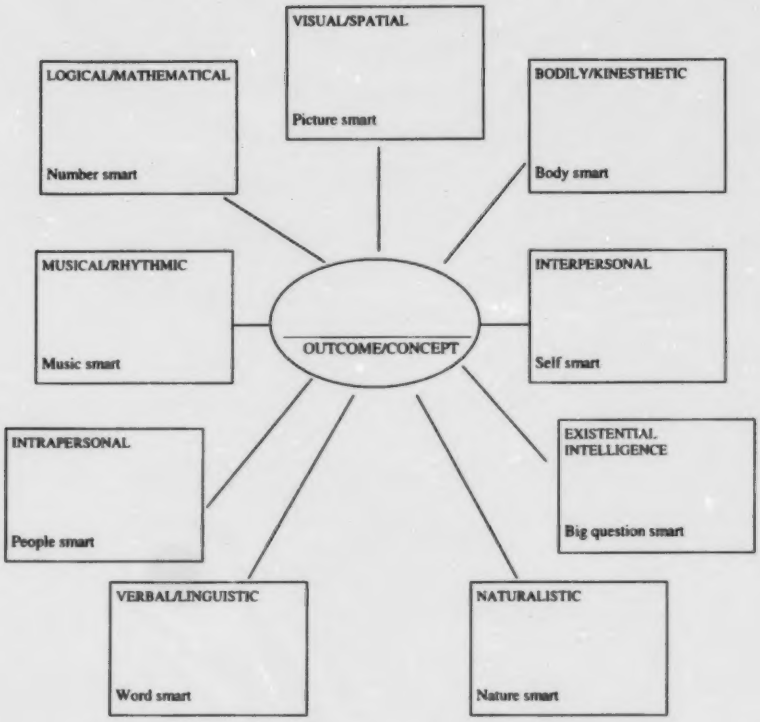
The CALM classroom is an ideal environment to develop students' multiple intelligences. For example, while working on effective communication, conflict resolution and team-building skills, students can use their:

- **body smart** to demonstrate nonverbal actions that communicate positive and negative messages
- **picture smart** to design collages, each representing a skill for resolving conflict
- **word smart** to create brochures on seeking help for abusive situations
- **number smart** to collect and display data on the correlation of abuse in families and school success
- **music smart** to study current music containing messages about positive relationship skills
- **people smart** to organize a panel discussion on family conflict resolution
- **self smart** to inventory one's own relationship skills and set goals for developing new skills
- **nature smart** to identify and explain examples of team-building in nature
- **big question smart** to host a debate on the issue of mandatory premarital counselling.

(See *Teacher Tool 3: Multiple intelligences planner,* page 125.)


©Alberta Learning, Alberta, Canada

Multiple intelligences planner




## Emotional intelligence

Emotional intelligence involves being aware of one's emotions and how they affect learning. Mayer and Salovey (1990) were the first major researchers to propose the concept of emotional intelligence and emotional quotient (known as EQ). They explain emotional intelligence as the ability to perceive emotions, access and generate emotions to assist thought, understand emotions and emotional knowledge, and reflectively regulate emotions to promote emotional and intellectual growth.

Emotional intelligence allows people to think creatively and use their emotions to solve problems. To some extent, it overlaps with general intelligence. The emotionally intelligent person is skilled in four areas: identifying emotions, using emotions, understanding emotions and regulating emotions.

In the work of Daniel Goleman, emotional intelligence has five factors:

- knowing one's emotions (self-awareness)
- managing emotions
- motivating oneself
- recognizing emotions in others
- handling relationships.


©Alberta Learning, Alberta, Canada

Emotional intelligence can be used as a framework in planning for instruction by integrating the following EQ skills into teaching and learning activities:

- self-awareness
- managing emotions
- empathy
- communicating
- cooperation
- resolving conflicts.

## Bloom's taxonomy

Bloom's taxonomy is a hierarchy of five thinking skills that includes:

- knowing
- comprehending
- applying
- analyzing
- synthesizing.

This taxonomy provides a useful framework for planning instruction. The hierarchy of thinking skills helps teachers:

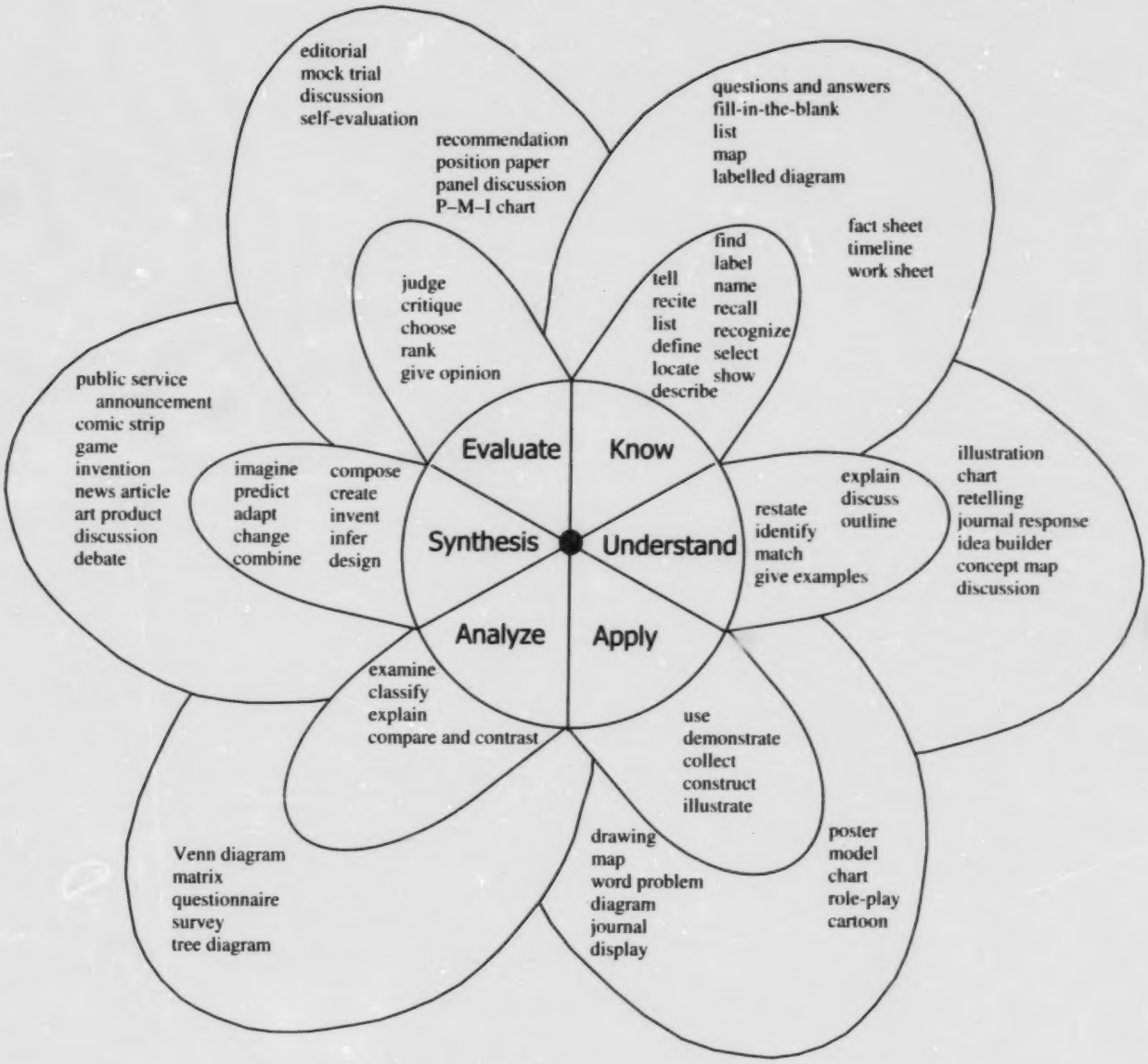
- refine oral questioning by purposefully developing a short list of questions for a particular lesson
- design assignments or questions that involve students in all levels of thinking
- give students a range of options in the kinds of products they produce as part of a learning activity.

Students can use Bloom's taxonomy to:

- design questions that involve higher-level thinking; e.g., students could work in a cooperative group to design a review quiz on a unit of study and then exchange the review with another group
- develop a list of questions about a new unit of study
- write questions in their response journals as they work through a unit of study
- work on independent projects; e.g., a student could develop research questions for independent study and propose a product to demonstrate learning
- demonstrate learning; e.g., as part of a self-assessment activity, a student could share examples of learning at different levels.


©Alberta Learning, Alberta, Canada

## Bloom's taxonomy





©Alberta Learning, Alberta, Canada

# Sample questions and activities using Bloom's taxonomy

| | ***Personal Choices*** **Specific outcome P10 Developing meaningful relationships** | ***Resource Choices*** **Specific outcome R7 Investigating financial institutions** | ***Career and Life Choices*** **Specific outcome C4 Transition from senior high school** |
|---|---|---|---|
| **Knowledge** recalling or recognizing information from memory | • Define the word *relationship*. Draw a web of related words and ideas.<br>• List 10 qualities of a good relationship. | • Discuss reasons for using a financial institution.<br>• List types of financial institutions available locally. | • List opportunities for volunteer work in your community.<br>• Design a chart of all your paid and volunteer work experiences. |
| **Comprehension** understanding meaning, changing information from one form to another, discovering relationships | • Explain people's need for relationships.<br>• Write a humourous anecdote or draw a cartoon about a positive experience in a relationship. | • Use a chart to compare the similarities and differences between savings and chequing accounts.<br>• Design a poster that explains the use of an automated teller machine. | • Use a timeline to explain your present career plan.<br>• Describe how your work skills have changed in the past two years and how they might change in the next two years. |
| **Application** using learning or information in new situations | • Create a collage of pictures and words that show two skills that will improve a relationship.<br>• Role-play supporting a friend who has just suffered a loss. | • Complete an application form for a credit card.<br>• Open a savings account (or explore how to) at a local financial institution. | • Job shadow a member of the community.<br>• Interview two members of the community about their career paths. |
| **Analysis** separating information into basic parts so that its organizational structure can be understood, identifying elements and relationships | • Identify the elements of an abusive relationship.<br>• Describe a healthy relationship and the characteristics that contribute to its health. | • Describe the features of both online banking and telephone banking.<br>• Investigate cheque cashing services in the community; gather information about services, benefits, limitations and costs. | • Conduct a survey to find out how students have planned for their careers up to now.<br>• Learn about the career paths of three people through interviewing or reading, and compare the steps each person took to prepare for his or her career. |
| **Synthesis** combining parts into new or original patterns, involves creativity | • Design a poster depicting all that is important about a best friend and how to be one.<br>• Imagine the perfect relationship. Describe and explain what you would contribute. | • Create a personal banking plan for your own needs now and in the near future.<br>• Research options available for financing post-secondary education and develop a personal savings plan. | • Discuss the impact media and advertising can have on how people choose to learn new skills or information.<br>• Organize a career fair with a focus on making the best choices possible while in senior high school. |
| **Evaluation** judging whether or not something is acceptable or unacceptable according to definite standards | • Write a position paper arguing that couples should take parenting courses before being allowed to have children.<br>• List the essential qualities of a relationship. Rank in descending order and explain each choice. | • Do a Plus/Minus/Interesting Chart on various financial institutions and services.<br>• Design a timeline to show the different types of financial services you will need throughout the different stages of your life. | • Organize a panel discussion about dealing with the transition from senior high school to the next stage of life.<br>• Identify the strategies you will use for analyzing post-secondary educational opportunities. |


©Alberta Learning, Alberta, Canada

## Offer choice and variety

One way to keep track of the variety of instructional strategies used is to chart them. Teachers can use the data gathered to assess planning and use of learning and teaching strategies. Such a chart could be used for a unit or year plan. The blank squares could be used for additional strategies.

**Instructional Strategies Tracker**

Unit _____ Date _____

| | | | | |
|---|---|---|---|---|
| Case scenarios | Current events | Debate | Drama | Field trip |
| Games | Guest lecture | Imagery | Internet search | Investigative interviewing |
| Lecture | Literature connection | Mapping | Music | Other technology |
| Panel discussion | Poetry | Problem solving | Role-playing | Small group work |
| Student presentations | Videos | | | |

(See *Teacher Tool 4: Instructional strategies tracker,* page 126.)

## Term planning

There are many formats for developing and recording a term plan. Choose a page that clearly and concisely outlines topics and skills on a timeline. (See *Teacher Tool 5: Term plan,* pages 127–128.)

**TERM PLAN FOR** _____

| Dates: | September | October | November | December | January |
|---|---|---|---|---|---|
| General outcomes | | | | | |
| Specific outcomes | | | | | |
| Learning activities | | | | | |
| Assessment Activities | | | | | |
| Resources | | | | | |


©Alberta Learning, Alberta, Canada

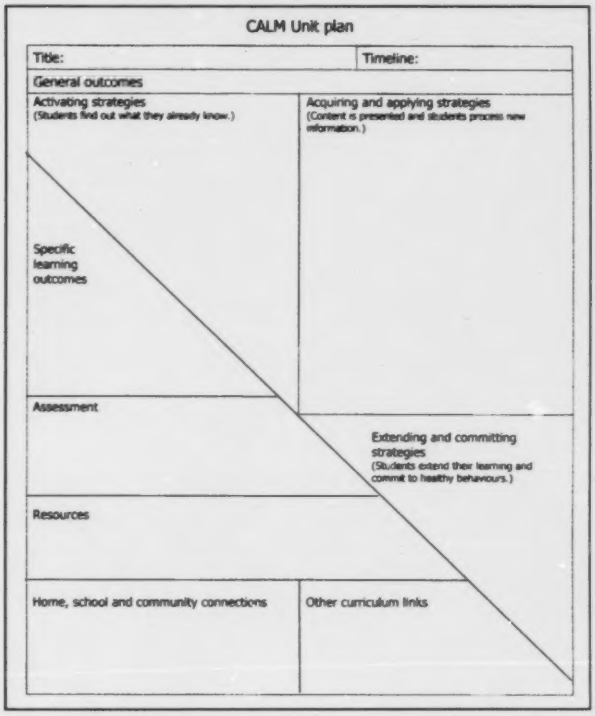
## Unit planning

Unit plans are detailed outlines of the broad pieces of learning that make up a yearly plan. Teachers need to know their students, and use professional judgement and creativity to develop a unit plan that is focused, meaningful and relevant.

Specify what needs to be in place for the unit to be a successful learning experience. Consider resources; allocated time; instructional strategies; provisions for students with special needs; and home, school and community connections. Start with the end in mind, and build in a range of assessment activities throughout the unit. When possible, collaborate with colleagues to develop and share units.

Make plans for extending learning for students who demonstrate higher-level skills and provide support for those who need additional guided practice or reinforcement.

Unit plans assist teachers with long-range planning. They are a record of objectives, instructional strategies, assessment and links to other curriculum areas.




(See *Teacher Tool 6: CALM Unit plan*, page 129.)


©Alberta Learning, Alberta, Canada

## Lesson planning

While unit plans define the broad details of instruction and student learning within a given context, lesson plans outline how to teach a particular concept.

Some lessons are presented to the whole class and provide a basis from which other lessons can evolve. Follow-up lessons could include individual sessions with students who have specific needs, small groups focusing on specific skill development, or large discussion groups.

Ask the following types of questions when planning a lesson.

- What is the purpose or curriculum outcome of the lesson?
- What teaching and learning strategies will be the most effective?
- What will students be doing? When?
- What specific skills do students need to develop or improve to be successful?
- How much differentiation is feasible and appropriate?
- What resources will be most appropriate for various groups in the class?
- How will the success of the lesson be evaluated?
- How does this lesson connect to other curriculum areas or units of study?
- How does this lesson connect to the home and community?

Lesson plans address these questions. They provide a framework for organizing instruction of single or clustered CALM learner outcomes. (See *Teacher Tool 7: CALM Lesson plan*, page 130.)

**CALM Lesson plan**

General outcome: _____ Specific outcome: _____

Time frame: _____ Date: _____

| Activating learning activities | Content/background information |
|---|---|
| Application learning activities | Home/School/Community connections |
| Extension learning activities | Assessment strategies |
| Resources | Comments |


©Alberta Learning, Alberta, Canada

## Diversity in the classroom

Students learn in different ways and at different rates. Students come to class with varying interests, experiences, developmental maturity, background knowledge and skills. What is important is that within each lesson, there is something for everyone—something that meets the needs and learning styles of each and every student.

In their book *Brain-based Learning with Class*, Politano and Paquin describe an effective approach for accommodating student differences as "shared experience, individual response." Lessons begin with a whole-group activity. Then, students choose from a variety of activities to process their thinking and represent their learning. This allows students to work on the same concept in ways that most suit their learning styles and developmental stages.

CALM teachers can accommodate a wide range of needs by providing choice and variety. Some students need more variety in instruction and fewer choices for responses. Some students need less variety in instruction and more choices for responses. Politano and Paquin suggest that when planning, the question to ask is not, *How can we best teach?* but, *How can our students best learn*?

Accommodating student differences does not mean attempting to offer a different course to each student. Instead, classroom experiences can be differentiated by offering choices, and by varying teaching and assessment methods.

Learning supports for students with special needs, including English as a second language (ESL) students, could include:

- alternative formats for print materials, such as audiotapes, large print, talking computer books and read alouds
- a scribe for written tests
- duplicated notes
- access to computers with word processing programs
- content-area spelling and vocabulary word lists
- peer support
- questions to guide or focus reading
- demonstrations or modelled examples
- extra time to complete work
- highlighted or underlined sections in textbooks
- specific assistance with organization
- graphic organizers
- visual prompts and pictures.

Make as few modifications as possible for individual students. Instead, focus on making modifications for groups of students with similar learning needs. Maintain the original concept or intent of the lesson. Make activities meaningful, and lessons clear and straightforward. This benefits all learners. (For more information, see *Chapter 7: Differentiating Instruction for Students with Learning Disabilities*, pages 91–108.)


©Alberta Learning, Alberta, Canada

Providing students with meaningful ways to respond to new learning is an effective strategy for accommodating differences, and building and enhancing motivation. A simple tic-tac-toe menu, like the one below, adapted from Susan Winebrenner's *Teaching Gifted Kids in the Regular Classroom* (1992), gives students a framework for demonstrating their learning. It can also serve as a student contract. (See *Student Tool 3: Choices for learning*, page 138.)

## Choices for learning

Topic _____

| | | |
|---|---|---|
| **Collect and display** facts or ideas that are important to you. | **Teach** a lesson about your topic to our class. Include at least one visual aid. | **Compare** two things from your study. Look for ways they are alike and ways they are different. |
| **Videotape** or make an audiotape of a public service message about your topic. | **Graph** some part of your study to show how many or how few. | **Demonstrate** something to show what you have learned. |
| **Survey** others to learn their opinions and feelings about some fact, idea or feature of your study. | **Dramatize** something to show what you have learned. | **Forecast** how your topic will change in the next 10 years. |

I choose activities _____

Do you have ideas for alternative activities you'd like to do instead? If so, discuss with your teacher.

Student's signature _____ Date _____

Adapted from Susan Winebrenner, *Teaching Gifted Kids in the Regular Classroom* (Minneapolis, MN: Free Spirit Publishing Inc., 1992), p. 64. Adapted with permission of Susan Winebrenner, author of *Teaching Gifted Kids in the Regular Classroom*, First Edition.


©Alberta Learning, Alberta, Canada

# Chapter 5 Instructional Strategies

## What are instructional strategies?

Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select appropriate ones and use them effectively to accomplish tasks or meet goals. Strategies can:

- motivate students and help them focus attention
- organize information for understanding and remembering
- monitor and assess learning.

To become successful strategic learners, students need:

- step-by-step strategy instruction
- a variety of instructional approaches and learning materials
- appropriate support that includes modelling, guided practice and independent practice
- opportunities to transfer skills and ideas from one situation to another
- meaningful connections between skills and ideas, and real-life situations
- opportunities to be independent and show what they know
- encouragement to self-monitor and self-correct
- tools for reflecting on and assessing own learning.

Effective instructional and learning strategies can be used across grade levels and subject areas, and can accommodate a range of student differences.

Instructional strategies that are especially effective in the CALM program include:

- cooperative learning
- group discussions
- independent study
- journals and learning logs
- role-playing
- cognitive organizers
- literature responses
- service learning
- issue-based inquiries.

## Cooperative learning

Cooperative learning involves students working in small groups to complete tasks or projects. Tasks are structured so that each group member contributes to the completion of the task. Success is based on the performance of the group rather than on the performance of individual students.


©Alberta Learning, Alberta, Canada

## Program benefits

Cooperative learning activities play an important role in increasing students' respect for and understanding of each other's abilities, interests and needs. These activities encourage students to take responsibility for their learning.

## Tips for getting started

Consider the following suggestions for successful cooperative learning in the CALM classroom.

- Keep groups small—two to five members is best.
- Create diverse groups; this allows group members to learn from each other's differences.
- Structure groups in such a way that success depends on each group member being responsible for some part of the task.
- Initially, group students and assign roles within each group.
- Teach basic routines for classroom management, including forming groups quickly and quietly, maintaining appropriate noise levels, inviting others to join the group, treating all students with respect and helping or encouraging peers.
- Monitor behavioural expectations by scanning groups, using proximity and friendly reminders, sitting and watching a group for a while, revisiting expectations, and when necessary, reteaching expectations.
- Ensure individual students are aware of their roles and responsibilities within the group. Post a list of roles or give students cards describing specific roles.
- Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help when needed, encouraging others, reaching consensus and completing a task within the allotted time. Students need opportunities to practise these skills, and receive feedback and reinforcement.
- Allow students time to evaluate the cooperative learning process, both individually and as a group.

## Think–pair–share

In think–pair–share, the teacher poses a question. Students think privately about the question for a given amount of time, usually one to three minutes. Each student then discusses the question with a partner, allowing students to clarify their thoughts. Next, each pair has an opportunity to share their answers with the whole class.

Think–pair–share is a cooperative learning strategy that provides opportunities for students to:

- participate
- learn from others
- make connections.


©Alberta Learning, Alberta, Canada

## Forming learning groups

There are many strategies for forming cooperative learning groups. Using a variety of strategies ensures students have opportunities to work with many other students throughout the year.

Consider the following strategies for forming groups.

- **Pairing up partners**—Students pair up with someone who falls into the same category. For example, pair up with the first person they meet who is wearing the same colour socks.
- **Creative groupings**—Count off with colours, sounds or days of the week. For example, to get three groups, try counting off with "red, green and blue."
- **Chalkboard list**—Use this strategy when students finish their work at different times. As students complete an assignment, they write their names on the chalkboard. When three names accumulate, they become a group.

For additional ideas for forming learning groups, see *Energize! Energizers and Other Great Cooperative Activities for All Ages* by Carol Apacki.

## Group roles

Different cooperative learning tasks may require different roles. Before assigning roles, review the task and determine what roles are necessary for the group to be successful. In the book *Cooperative Learning: Where Heart Meets Mind*, Bennett et al. suggest the following roles.

- **Checker**—Ensures that everyone understands the assigned task.
- **Timekeeper**—Watches the clock and makes sure the group finishes the task within the time allotted.
- **Questioner**—Seeks information and opinions from members of the group.
- **Recorder**—Keeps a written record of the work completed.
- **Reporter**—Reports on the group's work to the rest of the class.
- **Encourager**—Encourages everyone in the group to contribute and offers positive feedback on ideas.
- **Materials manager**—Gathers the materials necessary to complete the task. At the end of the task, the materials manager returns the materials and turns in the group's work.
- **Observer**—Completes a checklist of social skills for the group.

When introducing roles to the class, explain and model them. Give students opportunities to practise. Emphasize that all roles are equally important and contribute to the success of the group.

Students need many opportunities to work in small groups to improve their ability to be part of a team. The number one reason people fail at their jobs is their inability to get along with coworkers. Cooperative


©Alberta Learning, Alberta, Canada

learning creates opportunities for students to learn and apply important social and communication skills.

Cooperative learning is an effective strategy for the CALM classroom. It enhances perspective, encourages higher-level reasoning, creates social support and provides opportunities for students to participate in meaningful, thoughtful activity.

### Group achievement marks

One controversial aspect of cooperative learning is whether or not to assign group achievement marks. Spencer Kagan, in O'Connor's *The Mindful School: How to Grade for Learning*, argues against using a group achievement mark for the following reasons.

- Group marks convey the wrong message. If grades are partially a function of forces entirely out of students' control, such as who happens to be their partners, that sends students the wrong message.
- Group marks violate individual accountability if individual students find ways to manipulate the situation to their advantage.
- Group achievement marks are responsible for parents', teachers' and students' resistance to cooperative learning.

Rather than awarding group achievement marks, Kagan suggests providing feedback in written form on students' cooperative learning skills. Kagan believes students will work hard if they know in advance that such feedback will occur. He also suggests asking students to set their own goals and use self-assessment to promote learning and improve social skills.

## Group discussions

Group discussions are an integral part of the CALM classroom. They are essential for building background on specific issues, creating motivation and interest, and giving students a forum for expressing and exploring new ideas and information.

Group discussions help students learn to articulate their views and respond to opinions that differ from their own. Group discussions may involve the whole class or small groups. Groups of two to six students work well. Participating in group discussions helps students consider other people's perspectives and develop effective problem-solving skills.

Consider the following suggestions for using group discussions in the classroom.

- Create an atmosphere of openness and acceptance. Encourage students to show respect for the ideas and opinions of others even though they might not agree. Model this behaviour for students.
- Establish ground rules for discussion. Rules should include:
  - no put-downs
  - no interrupting
  - everyone has the right to pass.
- Be prepared to accept silence after a question. Give students the opportunity to think before they respond.


©Alberta Learning, Alberta, Canada

- Encourage students to formulate their own questions. Asking good questions is an important part of learning.
- Probe beyond neat and tidy answers. Encourage students to express what they really think, not simply say what they think the teacher or other students want to hear. Use "what if" questions. Present situations where there are no right or wrong answers. Offer situations in which people have a variety of opinions or emotions. Discuss the idea that sometimes the best solution is to agree to disagree.
- Ask "What else ..." questions to encourage students to go beyond their first responses.
- Guard against inappropriate disclosure. Be vigilant in situations where students might reveal hurtful or embarrassing information about themselves. Head off such revelations.

## Talking circles[7]

Talking circles are useful when the topic under consideration has no right or wrong answer, or when people need to share feelings. The purpose of talking circles is not to reach a decision or consensus. Rather, it is to create a safe environment for students to share their points of view with others. This process helps students gain trust in their classmates. They come to believe that what they say will be heard and accepted without criticism. They also gain an empathetic appreciation for other points of view.

Talking circles may initially require a facilitator to ensure guidelines are followed. Students are free to react in any manner that falls within the following guidelines.

- All comments should be addressed directly to the question or issue, not to comments another participant has made. Negative and positive comments about other contributions should be avoided.

- Only one person speaks at a time. Everyone else listens to the speaker in a nonjudgemental way. Some groups find it useful to signify who has the floor. Going around the circle systematically is one way to achieve this. Passing an object, such as a feather, from speaker to speaker is another method.

- Silence is an acceptable response. No one should be pressured at any time to contribute. There must be no negative consequences, however subtle, for saying, "I pass."

- At the same time, everyone must feel invited to participate. There should be some mechanism to ensure that a few vocal people don't dominate the discussion. An atmosphere of patient and nonjudgemental listening usually helps shy students speak out and louder ones moderate their participation. Going around the circle in a systematic way, inviting each student to participate by simply calling each name in turn can be an effective way to even out participation. It is often more effective to hold talking circles in small groups.


©Alberta Learning, Alberta, Canada

- Students should avoid comments that put down others or themselves, such as "I don't think anyone will agree with me, but ...". Words like "good" or "excellent" are also forms of judgement.

## Brainstorming

Brainstorming is an effective technique for generating lists of ideas, and creating interest and enthusiasm for new concepts or topics. Brainstorming provides teachers and students with an overview of what students know and/or think about a specific topic. Students can use brainstorming to organize their knowledge and ideas. The information gathered during brainstorming can be used as a starting point for more complex tasks, such as essay outlines or mind maps. The ideas can also be used to assist in the decision-making process.

Brainstorming serves a variety of purposes. It can be used to introduce new units of study, assess knowledge at the beginning or end of units, review information for tests, generate topics for writing assignments or projects, solve problems or make group decisions.

Establish brainstorming ground rules, such as:
- accept all ideas without judgement
- ensure everyone participates
- focus on quantity rather than quality.

During the brainstorming activity, record single words or phrases. Continue brainstorming until ideas run out or the time limit is over. Review the ideas and look for ways to combine and/or sort them.

# Independent study[8]

Independent study is an individualized learning experience that allows students to select a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to show what has been learned. This learning strategy works best with students who have a high degree of self-directedness and a mastery of basic research skills.

The general purposes of independent study include:
- learning to gather, analyze and report information
- encouraging in-depth understanding of specific content areas
- making connections between content and real-life applications.

## Basics

A successful independent study project depends on recognizing and planning for these basic elements:
- cooperative student–teacher planning of what will be studied and how the project will be presented
- alternative ideas for gathering and processing information
- multiple resources that are readily available
- teacher intervention through formal and informal student–teacher communication
- time specifically assigned for working and conferencing
- working and storage space
- opportunities for sharing, feedback and evaluation


©Alberta Learning, Alberta, Canada

- student recognition for expertise and finished product
- established evaluation criteria.

## Student–teacher interaction

Regular student–teacher interaction is essential during independent study. The interaction may range from formally structured conferences to casual conversations as teachers circulate while students are working. Teachers interact with students in order to:

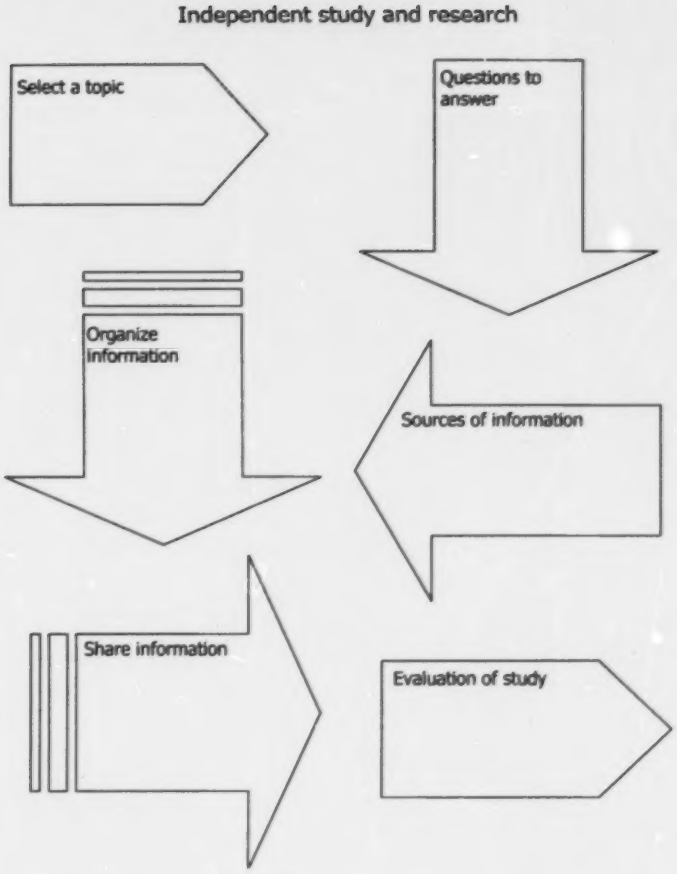
- keep in touch
- help with problem solving
- provide direction
- open up new areas for exploration and production
- give encouragement
- introduce, teach and/or reinforce needed skills.

## Developing independent study plans

In developing independent study plans, it is important to:

- select topics or issues that are motivating
- discuss and brainstorm possible questions
- identify key questions to pursue and answer
- develop plans and time sequences
- locate and use multiple resources
- use learning to create products
- share findings with classmates
- evaluate processes, products and use of time
- explore possibilities that could extend studies into new areas of learning.


©Alberta Learning, Alberta, Canada




(See *Student Tool 4: Independent study and research*, page 139.)

## Developing topics for independent study

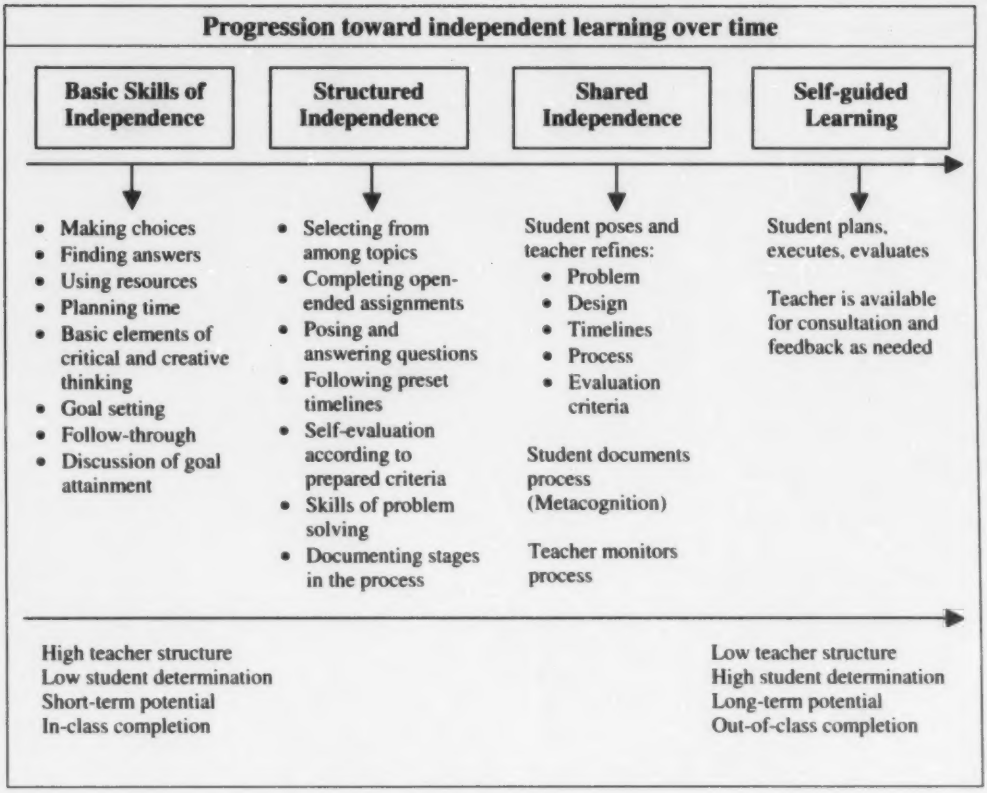
Topics can come from a variety of sources:

- learner outcomes in the CALM program of studies, such as examining the effects of smoking
- an extension of the curriculum, such as how volunteers contribute to the economy of the community
- a problem to be solved, such as finding out what motivates young people to participate in high-risk sports
- an event in the environment, such as the effect of new smoking bylaws on the local social and business scene.

## Readiness for independent study[9]

Students are at varying levels of readiness for independent work. Use this chart to identify where students are on a continuum, from having basic skills to being ready to assume the full responsibility and challenge of self-guided learning.


©Alberta Learning, Alberta, Canada




Many students are between categories of development at any given time. For example, one student may be quite capable of generating a problem for study and a design for investigating the problem, but lack skills of adhering to timelines without close teacher supervision. Teachers need to know:

- that movement toward independence is developmental
- that there are specific skills required in order to develop independence
- that students vary in their readiness to apply certain skills
- what level of readiness each student has and encourage maximum application of skills at that level of readiness.

## Suggestions for successful independent study[9]

When students are ready to begin working at a shared independence or self-guided learning level, they are ready to design independent studies with reasonably well-developed degrees of student determination and out-of-class, long-term investigation potential. The following guidelines ensure greater success in independent study projects and may be modified for the readiness level of students.

- Have students propose a topic for study that they really care about. This maximizes intrinsic motivation and goes a long way toward ensuring follow-through.


©Alberta Learning, Alberta, Canada

- Encourage students to read broadly about the topic before they describe the project. This ensures they understand the issues they will be studying before they proceed.
- Help students use a variety of resources for their study, including people, print resources and other media.
- Have students find problems or issues that professionals in the field think are important and might choose to study.
- Ensure that students develop timelines for completing the whole task as well as components of it. Keeping a simple calendar of the time spent and tasks completed on a given day may be useful in helping students and teachers monitor progress and work habits. Many students at the shared independence level need to have teachers and peers critique their work as it progresses in order to reduce procrastination and monitor quality. For these students, it is helpful to establish check-in dates.
- Have students plan to share their work with an audience that can appreciate and learn from what students create. Students should participate in identifying and securing these audiences. Audiences may range in size from one to many.
- Help students develop awareness of a range of possible final products.
- Have students generate criteria to evaluate their products. These rubrics should be developed early in the process and modified as the project develops. Criteria give students a sense of power over their own work and help teachers evaluate final products fairly and objectively.
- If independent projects are part of class work, ensure students understand:
  - when it is appropriate to work on the independent study
  - where in the classroom and within the school they may work
  - what materials need to be at school for in-class work
  - other ground rules for in-class independent study.

## Journals and learning logs

Journals and learning logs provide students with opportunities to record their thoughts, feelings and reflections on a variety of topics and experiences. Journals allow students to explore ideas and clarify their own thinking.

In the CALM classroom, use journals to:[10]

- record key ideas from presentations, lectures or reading assignments
- make predictions about what will happen next in school, national or world events
- record questions
- summarize the main ideas of a book, film or reading
- connect the ideas presented to other subject areas or students' personal lives
- monitor change in an experiment or event over time
- respond to questions


©Alberta Learning, Alberta, Canada

- brainstorm ideas
- help identify problems and issues
- identify solutions and alternatives
- keep track of the number of problems solved or articles read.

Journals are useful tools in the CALM program because they give students an ongoing opportunity to reflect on their learning. Students need opportunities to process what they have just learned and reflect on how that learning affects their lives. Keeping logs and journals are two strategies that reinforce reflective teaching and learning by helping students construct knowledge for themselves.

## Process new information

Learning logs and journals can be used to process new information during class time. Teachers can give direct instruction in 10- to 15-minute segments, and then ask students to write down key ideas, questions, connections or reflections. This gives students an opportunity to think about new materials, clarify confusion, discuss key ideas and process information before moving on to new material.[11]

Learning log

Topic _____ Date _____

Key ideas:
Connections:
Questions:

(See *Student Tool 5: Learning log*, page 140.)

There are a number of benefits learning logs offer.[12]

- Students have a format for identifying and remembering key ideas.
- They allow students more time to process information.
- They can be used to review for quizzes and tests.
- They can be included in portfolios.
- Students who miss a class can borrow logs from classmates to keep up with class work.
- Teachers can use them to identify confusion or misunderstandings during the lesson and make adjustments to instruction.
- Students can use them to connect ideas they are learning to real-life experiences and concerns.

## Promote reflection and higher-level thinking

The following format uses questions to encourage students to reflect on their learning at the beginning of a lesson, in the middle and at the end.[13]


©Alberta Learning, Alberta, Canada

At the beginning of the lesson

- What questions do you have from yesterday?
- Write two important points from yesterday's discussion.

In the middle

- What do you want to know more about?
- How is this like something else?
- Is this easy or difficult for you? Explain why.

At the end

- Something you heard that surprised you …
- How could you use this outside class?

A related journal format encourages students to reflect on learning activities by looking back, looking in and looking forward.[14]

Looking back

- What activities did we do?
- What did I learn?
- How does what I learned relate to the real world?

Looking in

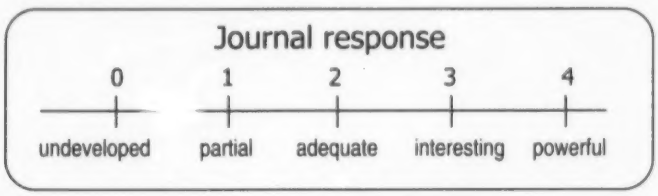
- What did I like or dislike about the learning experience?
- How do I feel about what I learned?
- What questions or concerns do I have about what I learned?

Looking forward

- What would I like to learn more about?
- What goal could I set for myself?
- How might what I learned help me in the future?

## Self-assessment

Work with students to develop self-assessment tools that encourage them to set higher goals in their journal writing. Two interesting formats from Kay Burke's *The Mindful School: How to Assess Authentic Learning* look at the level of thoughtfulness, and describe the depth and personalization of students' responses.[15]





©Alberta Learning, Alberta, Canada

| Journal response | | |
|---|---|---|
| **Little evidence of thoughtfulness 1** | **Some evidence of thoughtfulness 2** | **Strong evidence of thoughtfulness 3** |
| Response only | Response supported by *specific examples* | Response supported by *examples* and *personal reflections* |

## Management tips

Consider the following suggestions for using journals in the CALM classroom.

- Allow students to mark any entry "private." Entries marked private are read only by the teacher. They will not be shared with others without students' permission.
- Respond to journal entries by asking questions that guide students' decision-making or problem-solving processes.
- Focus on expression of ideas rather than mechanics of spelling and neatness.
- Throughout the term, ask students to revisit their journal entries and identify how their thoughts and ideas have changed.

# Role-playing

Important objectives of the CALM curriculum include helping students develop communication skills, express feelings and increase awareness of how others think and feel. Role-playing provides students with opportunities to explore and practise new communication skills in a safe, nonthreatening environment, express feelings, and take on the role of another person by "walking in another's shoes."

Role-playing is the spontaneous acting out of situations, without costumes or scripts. The context for the role-play is presented and roles are selected. Students have minimal planning time to discuss the situation, choose different alternatives or reactions and plan a basic scenario. At the conclusion, students discuss how they felt and what they learned about that particular situation. The most important part of role-play is the follow-up discussion.

When using role-plays in the CALM classroom:

- always have students role-play the positive aspects of a skill or situation
- if it is necessary to role-play a negative situation, the teacher should take on the negative role
- provide a specific situation
- provide a limited time for students to develop and practise their role-plays (5 to 10 minutes is usually sufficient)


©Alberta Learning, Alberta, Canada

- limit the use of costumes and props
- provide students with tips for participating and observing.

## Tips for participating

Share the following tips with role-play participants.

- Face the audience, and speak loudly and clearly.
- Don't rely on props or costumes. Use body language to communicate your message.
- Focus on your role-play partners and the message you want to communicate.

Encourage participants to assess their participation by asking themselves the following questions.

- Am I identifying with the people involved?
- Are all the important aspects of the situation portrayed?
- Are the ideas from the planning session used in the role-play?
- Are new skills or concepts used accurately?

## Tips for observing

Share and discuss the following tips for being supportive observers.

- Demonstrate good listening by being quiet and attentive during the role-play.
- Show support by clapping and using positive words of encouragement and feedback.
- Laugh at the appropriate moments. Do not laugh at role-play participants.

## Ongoing assessment

During role-play, observe how students handle the situations represented and consider the following questions.

- Are concepts being expressed accurately in language and action?
- Are any students confused or uncertain about the purpose of the role-play, the situation or their role?
- Should space arrangements or materials be changed?

To extend the learning from role-plays, consider the following questions.

- What issues were clarified through the role-play?
- What misconceptions may have been presented?
- What questions did the role-play raise?
- What new information is needed?
- What links does this role-play have to future tasks that extend or broaden the topic?

Role-playing can be an effective strategy for practising new skills and exploring new ideas in the CALM classroom. It addresses several of the multiple intelligences, and can be a motivating and memorable learning activity.


©Alberta Learning, Alberta, Canada

## Cognitive organizers

Cognitive organizers (also known as key visuals or graphic organizers) are formats for organizing information and ideas graphically or visually. Just as cooperative learning groups make student thinking audible, cognitive organizers make student thinking visible.

Students can use cognitive organizers to generate ideas, record and reorganize information, and see relationships. They demonstrate not only *what* students are thinking but also *how* they are thinking as they work through learning tasks. Examples of cognitive organizers include Venn diagrams, P–M–I charts, decision-making models and mind maps.

To teach students how to use cognitive organizers:

- use cognitive organizers to plan and introduce your lessons
- show examples of new organizers, and describe their purpose and form
- use easy or familiar material to model how to use organizers
- model organizers on the board, overhead or chart paper, using a "think-aloud" format
- give students opportunities to practise using the format with easy material
- coach them at various points in the process
- share final products; discuss what worked and what didn't, and give students an opportunity to revise information
- provide students with many opportunities to practise using cognitive organizers
- use cognitive organizers with a range of topics and issues
- encourage students to evaluate which organizers work best in which learning situations.

Cognitive organizers work well in the CALM classroom because they give students an opportunity to apply their learning and give teachers information about what students are thinking.

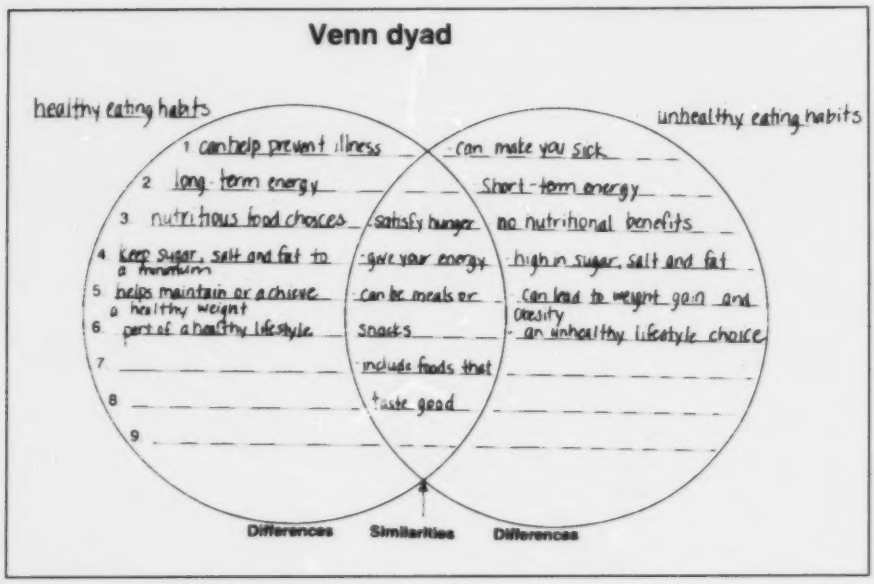
Look for opportunities throughout the CALM curriculum to create new graphic organizers that fit the needs of different learner outcomes and activities.


©Alberta Learning, Alberta, Canada

## Venn diagrams

Venn diagrams compare and contrast information about two objects, concepts or ideas. They help students organize information and see relationships. They can be used after such activities as reading text, listening to a speaker or viewing a film.

There are many opportunities for comparing and contrasting behaviours or practices in health education. For example, students could use Venn diagrams to compare and contrast safe and unsafe, or healthy and unhealthy habits, like the examples below. The example below is a Venn dyad. Venn diagrams can be expanded to three or more interlocking circles in order to compare a number of issues or concepts.




(See *Student Tool 6: Venn dyad*, page 141 and *Student Tool 7: Venn triad*, page 142.)




©Alberta Learning, Alberta, Canada

## P–M–I charts

Students can use Plus, Minus and Interesting (P–M–I) charts to compare and contrast situations, ideas or positions. P–M–I charts give students a format for organizing information, and evaluating their knowledge and ideas. This activity can be a precursor to making informed decisions.

### P–M–I Decision-making chart

**Question:** I have been offered the answers to the Science midterm. Should I take them?

| Choice 1: Take the answers. | | Choice 2: Say "Thanks, but no thanks." | |
|---|---|---|---|
| **Plus** | **Minus** | **Plus** | **Minus** |
| - I could ace the midterm.<br>- I would raise my average.<br>- I wouldn't have to study as hard. | - I might get caught.<br>- I'll feel guilty<br>- I won't really know the material for the final exam. | - I feel good about myself<br>- I'll be better prepared for the final exam | - I might not do as well on the test<br>- The friend who offered me the answers might be upset with me |
| **Interesting** (Give reasons why)<br>- a number of my friends have taken the answers to avoid studying<br>- if I cheat once it might be easier to cheat again | | **Interesting** (Give reasons why)<br>Ms. Johnson is my favourite teacher and I know her exam will be fair. | |

**My Decision**

I'll say "No, thank you." and prove I can do just as well on the test by using my study strategies to help me prepare for it.

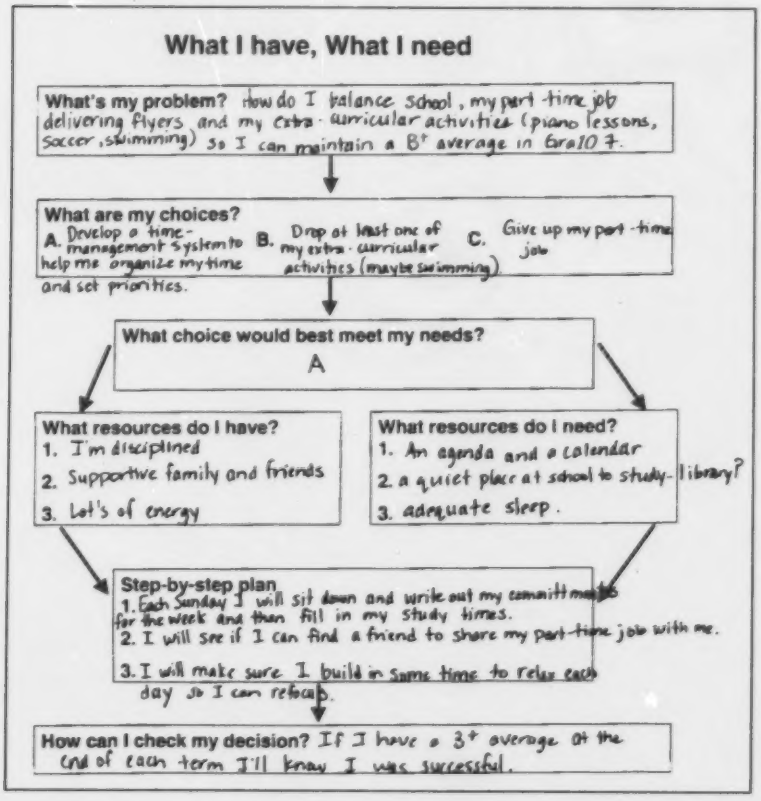
(See *Student Tool 8: P–M–I Decision-making chart*, page 143.)


©Alberta Learning, Alberta, Canada

## Decision-making models

Decision-making models are a step-by-step process that encourages students to look for more than one solution, choose the best alternative and develop an action plan for solving a problem or making a decision. By breaking problem solving into a step-by-step process and generating alternative solutions, students can become better and more creative problem solvers.

Students at this level should have basic decision-making skills. This chart can be used when students are struggling with the basic steps of decision making or if an issue seems particularly difficult or confusing. The *What I have, What I need* organizer, or similar decision-making tools, provide frameworks for gathering and analyzing information.


What I have, What I need
What's my problem? how do I balance school, my part-time job delivering flyers and my extra-curricular activities (piano lessons, soccer, swimming) so I can maintain a B+ average in Grade 7.
What are my choices?
A. Develop a time-management system to help me organize my time and set priorities.
B. Drop at least one of my extra-curricular activities (maybe swimming)
C. Give up my part-time job
What choice would best meet my needs?
A
What resources do I have?
1. I'm disciplined
2. Supportive family and friends
3. Lot's of energy
What resources do I need?
1. An agenda and a calendar
2. a quiet place at school to study - library?
3. adequate sleep.
Step-by-step plan
1. Each Sunday I will sit down and write out my commitments for the week and then fill in my study times.
2. I will see if I can find a friend to share my part-time job with me.
3. I will make sure I build in some time to relax each day so I can refocus.
How can I check my decision? If I have a 3+ average at the end of each term I'll know I was successful.

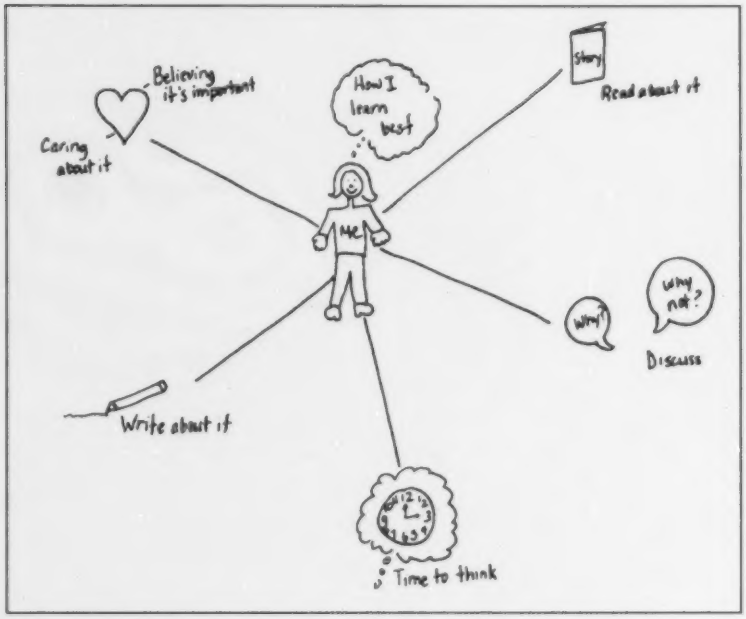
(See *Student Tool 9: What I have, What I need*, page 144.)


©Alberta Learning, Alberta, Canada

## Mind maps

Mind mapping was developed in the early 1970s by British author and brain researcher Tony Buzan. It is an easy way to represent ideas using keywords, colours and imagery. Its nonlinear format helps students generate and organize ideas. Students can record a large amount of information on one piece of paper. Mind mapping allows students to show connections between ideas. Mind mapping integrates logical and imaginative thinking, and provides an overview of what students know and think about a particular topic.

Webs are simple mind maps. Adding pictures, colours and key words transforms them into a more powerful learning, memory and idea-generating tool. Below is a mind map showing how one student learns best.[16]




## Literature

Using literature in the CALM program offers students opportunities to:

- increase their knowledge and understanding of the world and themselves
- vicariously experience new situations
- examine ways their personal experiences connect with the experiences of characters
- experience and express emotions
- explore their own ideas and beliefs
- develop problem-solving skills.


©Alberta Learning, Alberta, Canada

Literature includes novels, short stories, poetry, essays and feature writing. Students can make predictions prior to reading stories. At various points in the story, students can stop to make comments, respond to what is happening or make further predictions. Finally, students can respond to what they read through a variety of post-reading activities.

While keeping a journal is a common way to have students respond to what they read, there are many others. These include:

- writing a letter to a character
- developing a role-play based on a story
- writing a different ending or a sequel to the story.

Literature can foster cross-curricular collaboration. Find out what novels and other pieces of fiction students are reading in English Language Arts classes and look for authentic ways to link CALM outcomes with the themes of the literature.

## Service learning

Service learning is a goal-setting and action process that positively affects others. All students can participate in service learning. Service learning provides benefits for everyone involved.[17]

For students, benefits include:

- strengthening academic knowledge and skills by applying them to real problems
- building positive relationships with a variety of people
- getting to know people from different backgrounds
- discovering new interests and abilities
- setting goals and working through steps to achieve them
- working cooperatively
- taking on leadership roles
- learning the value of helping and caring for others.

For teachers, benefits include:

- having meaningful, close involvement with students
- reaching students who have difficulty with standard curriculum
- establishing home/school/community partnerships
- helping the school become more visible in the community
- promoting school spirit and pride
- building collegiality with other school staff.

For the school and community, benefits include:

- increased connectedness between students, their schools and their communities
- improved school climate as students work together in positive ways
- enhanced perception of young people by community members, leading to stronger support for youth and schools
- greater awareness of community needs and concerns
- increased community mobilization to address key issues.


©Alberta Learning, Alberta, Canada

## Sample service learning projects[18]

**Need**: To enhance the climate of the school as a positive and supportive place for all.

**Possible projects**

- Plan appreciation days for school staff.
- Plan appreciation day for school volunteers.
- Organize a school cleanup campaign.
- Plant flowers and trees around the school.
- Organize a hall of fame with photographs of outstanding graduates.
- Create teams of students to give tours of the school and answer questions for guests and newcomers.

**Need**: To make a positive contribution to senior citizens in the community.

**Possible projects**

- Write letters to house-bound seniors who would enjoy receiving mail.
- Adopt a grandparent in the community.
- Plan holiday dinners for senior citizens at seniors residences or continuing care centres.
- Invite senior citizens to schools for a special day of sharing and discussion.
- Create handmade gifts for special occasions.
- Send handmade birthday cards to people celebrating 80+ birthdays.
- Visit seniors in residences or continuing care centres on a regular basis.

**Need**: To contribute to young families in the community.

**Possible projects**

- Plan special parties for children in day cares.
- Present puppet shows in elementary schools.
- Teach simple craft projects to children in after-school programs.
- Read stories to children in elementary schools.
- Organize on-site babysitting services for special parent and community meetings held at the school.

**Need**: To improve basic living conditions for people struggling in the community.

**Possible projects**

- Cook and serve meals at community centres.
- Collect food, clothing and toys for distribution at local shelters.
- Learn about the local homeless situation and write letters of concern to community officials suggesting strategies for improving the living situations of people who are homeless.


©Alberta Learning, Alberta, Canada

## Turning service projects into service learning

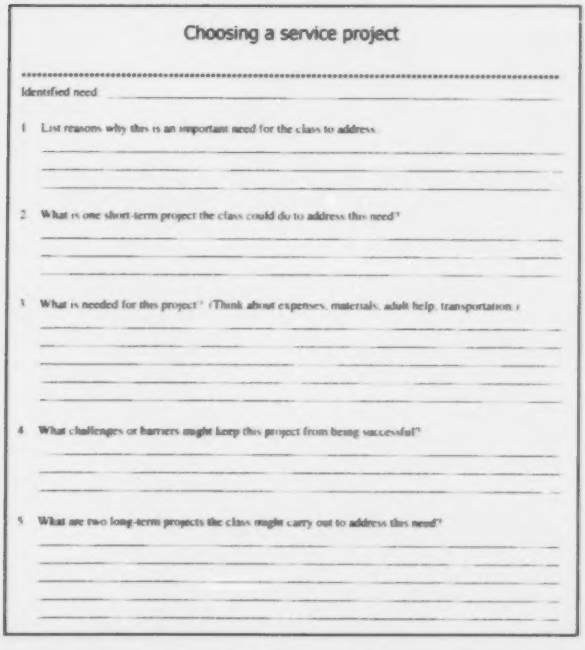
Service learning moves beyond service projects. Sometimes, in completing service projects, students remain detached from the experience and fail to believe that their efforts are worthwhile. Service learning offers students opportunities to better understand the purpose and value of their efforts. Students who complete the following five steps of service learning become aware that their actions make a difference.

Talk to other teachers, other schools and local service clubs. Find out what service projects are working in the community. Many groups can assist in generating ideas for projects. Some schools organize ongoing programs, such as cross-grade reading buddy programs, serving hot lunches at local drop-in centres or making regular visits to local senior citizen's centres. All these examples tie in to the CALM curriculum, and explore and reinforce specific learner outcomes.

### Five steps of service learning

**Step 1: Prepare**

With guidance, students determine needs in the school and community. Students list questions they have about the issue and research the answers. Students need to clearly understand why the project is significant and how it will benefit their community. They need to consider how they can collaborate with parents and community partners to address these needs. Students need to define desired outcomes and goals, and choose a project that responds to authentic needs in the school or community.



Choosing a service project

Identified need: _____

1. List reasons why this is an important need for the class to address.
   _____
   _____
   _____

2. What is one short-term project the class could do to address this need?
   _____
   _____
   _____

3. What is needed for this project? (Think about expenses, materials, adult help, transportation.)
   _____
   _____
   _____
   _____
   _____

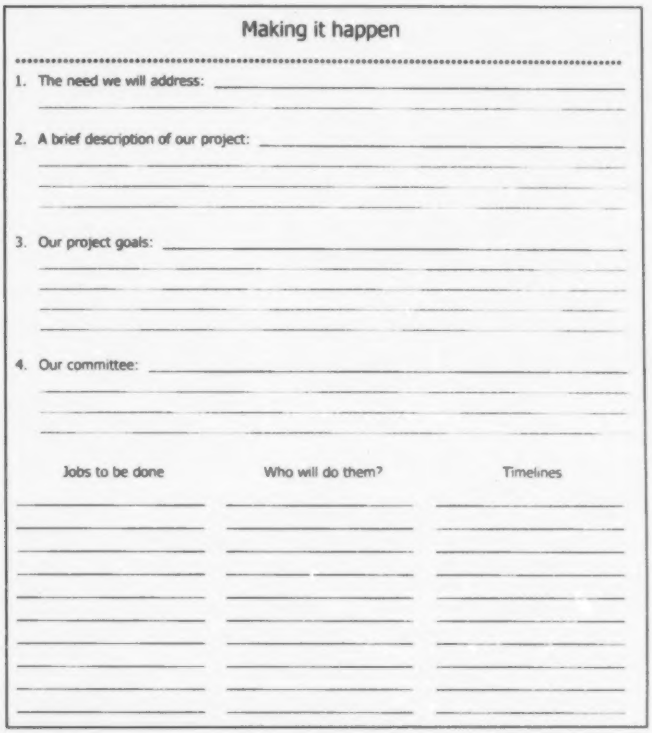
4. What challenges or barriers might keep this project from being successful?
   _____
   _____
   _____

5. What are two long-term projects the class might carry out to address this need?
   _____
   _____
   _____
   _____
   _____

(See *Student Tool 10: Choosing a service project*, page 145.)


©Alberta Learning, Alberta, Canada

**Step 2: Plan**
Students develop a step-by-step plan and timeline. Each student needs to be responsible for part of the project. Encourage students to consider ways to communicate effectively with the school community, parents and the community at large. Providing information about the project will encourage others to participate. Consider possible challenges and roadblocks and how they might be overcome. Teachers need to ensure that the learning provides meaningful service and real consequences.



Making it happen

1. The need we will address: _____

2. A brief description of our project: _____

3. Our project goals: _____

4. Our committee: _____

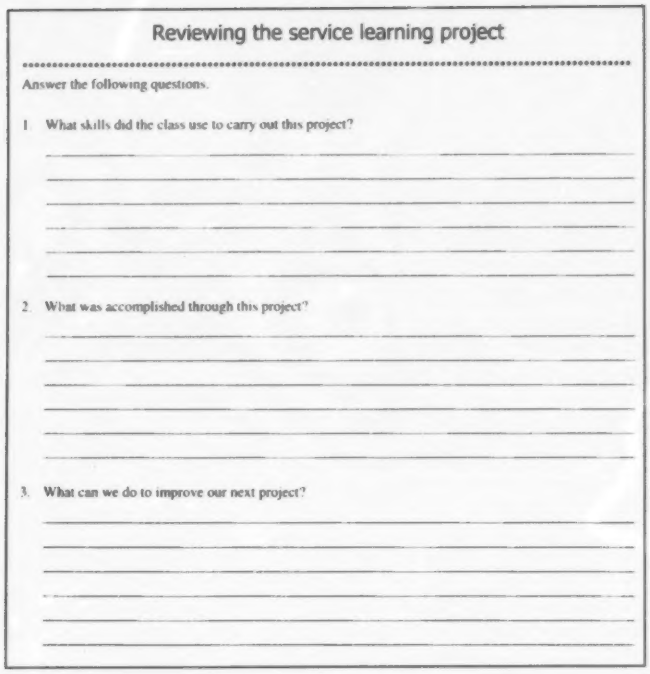
| Jobs to be done | Who will do them? | Timelines |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

(See *Student Tool 11: Making it happen*, page 146.)

**Step 3: Put the plan into action**
Ensure students assume as much responsibility as possible. Service learning needs an environment that is safe, and allows for mistakes and successes. Involve parents and screened community volunteers. Monitor performance and safety on a regular basis.

**Step 4: Review and reflect**
Acknowledge and celebrate the participation of everyone involved. Guide the process of systematic reflection, using various methods, such as role-plays, discussion and journal writing. Have students describe what happened, record the contribution made, discuss thoughts and feelings, and place the experience in the larger context of the community and society.


©Alberta Learning, Alberta, Canada



Reviewing the service learning project

Answer the following questions.

1. What skills did the class use to carry out this project?

2. What was accomplished through this project?

3. What can we do to improve our next project?

(See *Student Tool 12: Reviewing the service learning project*, page 147.)

**Step 5: Demonstrate**

To reinforce learning, students must demonstrate mastery of skills, insights and outcomes by reporting to their peers, families and communities. Students could write articles or letters to local newspapers regarding local issues, or extend the experience to develop future projects in the community.

Successful service learning projects:

- create awareness of issues for students and for community members
- create awareness that youth are a resource in the community
- involve community members—guest speakers from a variety of sources are often willing to support service learning projects
- use a minimum of resources.

It is essential that at the end of service learning projects, students have opportunities to privately and publicly reflect on what they contributed and learned through the project.


©Alberta Learning, Alberta, Canada

## Issue-based inquiry[19]

The world offers many complex social and health issues. It is essential that students have opportunities to develop their abilities to think clearly and make decisions about them. One way to create these opportunities is through issue-based inquiry with real-life issues.

In the teacher resource *Controversy as a Teaching Tool*, MacInnis et al. outline a six-step social-action model to help students examine issues and conduct an issue-based inquiry. The steps are:

- identify issues
- investigate issues
- make decisions
- defend positions
- take action
- evaluate results.

This step-by-step approach creates opportunities for students to examine issues systematically in a hands-on way. This model, or selected activities within the model, can be used in a variety of ways and with a variety of topics in CALM.

### Identify issues

Real issues are meaningful and valid to students because they face them on a daily basis. The more controversial the issue, the greater the risk of bias. However, these are the kinds of issues that need to be examined.

Work with students to generate a list of real issues that align with the CALM curriculum, are relevant to the community, and are of interest to students.

In a case-study approach, students explore a specific scenario or case study based on a real-life situation. Students respond to the case study individually, in small groups or as a class, through discussion, writing, drawing or role-play.

A good case study:

- focuses on an important theme or issue
- begins with an experience that all students have in common—in this way, new knowledge can be built on past experience
- creates opportunities for students to be involved in decision making.

When choosing an issue, be sensitive to the social and political realities of the community. Consider how examining a particular issue could potentially affect the life of a student, a family and/or the community. For example, debating certain environmental issues in certain communities could serve to escalate bitterness between family members and/or community members.

Regardless of the issue selected, ensure there are sufficient resources available to address the issue in a comprehensive and bias-balanced manner.


©Alberta Learning, Alberta, Canada

## Sample health-related issues

These issues can be adapted for case studies, debates, role-plays, discussions, position papers or special projects.

- Should junk food be banned in school cafeterias, vending machines and school stores?
- Should students be allowed to choose their own learning groups within a class?
- Should smoking be banned in public places?
- Do senior high school students have a responsibility to be role models to younger children?
- Should students try to mediate conflicts between other students?
- Should schools have dress codes?
- Who is responsible for people's safety? Is it an individual's sole responsibility or should communities enforce rules and laws to keep people safe?
- Should students be expected to do things they are uncomfortable doing, such as public speaking, as part of course requirements?
- Should there be tighter controls on the portrayal of violence in the media? How could this be done? Who would do it?
- Should school start time be changed to later in the morning to adjust to the typical teenager's sleep patterns?
- Are employers responsible for the safety of their employees or is it an individual responsibility?
- How can Internet health information be monitored and controlled for accuracy and reliability?
- Should alternative health practices and treatments be monitored by the government?
- Should the cost of alternative health treatments be covered by public health plans?
- Is it always necessary to manage your feelings? How do you balance the need to express yourself with the need to maintain self-control?
- Should individuals be legally required to invest or save for retirement?

## Controversy and bias

Bring any group of people together and sooner or later a disagreement will break out on some issue. Issues become controversial when differing positions are taken. The degree of controversy depends upon the intensity of the emotions aroused.

The examination of controversial issues is an important part of the democratic process and has an important place in the classroom. Dealing with controversial issues is essential in order to view and weigh multiple perspectives effectively, and enhance conflict-resolution skills.


©Alberta Learning, Alberta, Canada

## What is controversy?

Define controversy.

Describe three ***causes*** of controversy.

1. _____
2. _____
3. _____

Describe three possible ***benefits*** which can result from controversy.

1. _____
2. _____
3. _____

Describe three ***dangers*** which can result from controversy.

1. _____
2. _____
3. _____

(See *Student Tool 13: What is controversy?*, page 148.)


©Alberta Learning, Alberta, Canada

Whether bias is a result of attitudes, emotions, values or stakeholder interest, everyone is influenced by bias to some extent. An issue becomes controversial when people take opposing and strongly held positions on a desired outcome. With this in mind, it is necessary that students develop effective strategies for identifying and classifying their own biases, and those of others.

### What ... me biased?

1. What is bias?_____

2. What causes people to become biased?_____

Think about this issue and answer the questions.

3. The community where you live has decided not to allow skateboarding or rollerblading on public sidewalks.

   a. How do you feel about this decision?_____

   b. Do you skateboard and/or rollerblade?_____

   c. Who do you think will ***agree*** with the community's decision and why?_____

   d. In what ways might these people be biased?_____

   e. Who do you think will ***disagree*** with the decision and why?_____

   f. In what ways might these people be biased?_____

   g. Can you identify any of your own biases in relation to this issue?_____

(See *Student Tool 14: What ... me biased?*, page 149.)

## Introduce issues

An engaging and motivating introduction is key to the success of an issue-based inquiry. One strategy is to show a taped newscast of the issue with students assuming the role of reporters presenting the issue. Related newspaper clippings could be displayed and discussed. Or, the topic could be introduced by a guest speaker or a small group of students.


©Alberta Learning, Alberta, Canada

Having someone else introduce the issue allows teachers to remain in a neutral, unbiased position and facilitate the process. Students should assume the role of responsible citizens involved in a controversial issue in which action is ultimately required. Teachers need to be aware of school and district guidelines for speakers and controversial issues.

## Investigate issues

Students need opportunities to research and discover information about the issue. Distribute printed materials, bring in guest speakers and if possible, arrange for a relevant field trip. Help students develop frameworks for gathering and analyzing new information.

Research record

Issue/Topic: _____

Source: _____

_____

Important information: _____

_____

_____

_____

_____

_____

_____

_____

Biased? (Circle your answer) YES NO

If yes, in which way(s)? _____

_____

_____

My thoughts:
How does this information relate to the issue? (Use the back of this sheet if you need to.)

_____

_____

_____

_____

_____

_____

_____

(See *Student Tool 15: Research record*, page 150.)


©Alberta Learning, Alberta, Canada

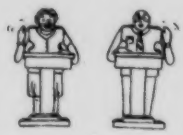
## Talking the talk—Guest speaker report

Issue _____

Name of speaker _____

Occupation _____

Source of information (check one or both)
Primary ____ Secondary ____



Notes

Space for drawing/illustrations

(See *Student Tool 16: Talking the talk—Guest speaker report*, page 151.)

## Biased

In your opinion, is this speaker influenced by personal bias?

Is the information based more on the speaker's opinion about the issue, or on facts?

How do you know?

How has this information affected your opinion?

What is your position on this issue now and why?

(See *Student Tool 17: Biased*, page 152.)


©Alberta Learning, Alberta, Canada

## Make decisions

**Students can use the *Making a decision* chart to compile information during the process.**

Making a decision

Issue: _____

Option: _____

| | PROS + | CONS – |
|---|---|---|
| FACTS | | |
| FEELINGS | | |
| MY NEW IDEAS | | |
| MY DECISION ON THIS OPTION | | |
| MY REASONS FOR MY DECISION | | |

(See *Student Tool 18: Making a decision*, page 153.)

## Defend positions

**Students can present their decisions in position papers. This may be done individually, in pairs or in small groups. Alternatively, students could communicate their positions through oral presentations or design posters.**

Position paper — Here's what I think

Title _____

After examining the different sides of this issue, I have decided that the best option at this time is

_____

_____

_____

I consider my option to be the best choice because

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

(See *Student Tool 19: Position paper—Here's what I think*, page 154.)


©Alberta Learning, Alberta, Canada

## Take action

The action component of a unit may be the most rewarding for both students and teachers. In this phase, students use all they have learned about an issue to develop action plans. To minimize risks and make this as positive an experience as possible for all participants, consider the following suggestions.

- Encourage students to discuss projects with their parents.
- The issue itself must remain secondary to the process students are learning.
- Set reasonable expectations. Students may become disappointed or disillusioned if their actions do not achieve desired results.
- Encourage specific actions within a specified time frame and focus on actions that have a likelihood of positive outcomes.
- Encourage students to engage in cooperative, positively structured actions, such as debates.
- Resist pressure to become personally involved in the issue.
- Keep the school administration informed from the beginning to ensure the necessary support for student actions.
- Help students become aware of the fact that choosing to do nothing is also an action.
- Set clear parameters in relation to actions.

Encourage students to share their positions and solutions. Classify actions into categories and discuss the characteristics of each.

Action categories include the following.

*Research/information gathering*—includes actions intended to increase knowledge of the event itself.

*Public awareness/media*—includes actions designed to receive media attention, and influence the audience and decision makers; e.g., letters to the editor, press conferences, public awareness campaigns.

*Direct*—includes actions of a nonpolitical, direct nature, such as picketing, boycotting, meeting with involved parties.

*Legal*—includes litigation and participation in public hearings.

*Organizational*—includes fund-raising or the formation of special interest groups.

*Political*—includes actions that are designed to influence or gain the assistance of elected officials; for example, petitions and letters.

*Civil disobedience/illegal*—exclude these actions but discuss the implications of these choices.

As a group, decide which actions fall within the scope and time limitations of the unit. Encourage students to develop a plan of action.


©Alberta Learning, Alberta, Canada

## Planning to take action

What do you hope to achieve? _____

_____

What is your plan of action? _____

_____

_____

Can you stop or change your proposed action once it is started? _____

_____

_____

Examples of actions

- attend meetings
- begin or sign a petition
- conduct a public awareness campaign
- create displays, posters, brochures, media-related materials
- have discussions with parents, students, teachers, others
- boycott goods or services
- join or form groups
- learn more about issues, who makes decisions and how
- make a presentation
- make phone calls
- write a report
- write letters to: editors, politicians, decision makers, other influential people

Brainstorm additional examples of actions:

_____

_____

_____

_____

_____

(See *Student Tool 20: Planning to take action*, page 155.)

## Let's do it — Defining your actions

Issue: _____

My position: _____

_____

| Action planning table | | | | | |
|---|---|---|---|---|---|
| Action | Type of action | Resources to be used | Group or individual | Date for action | Anticipated results of action |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

My chosen action: _____

_____

(See *Student Tool 21: Let's do it—Defining your actions*, page 156.)


©Alberta Learning, Alberta, Canada

## Evaluate results

It is essential that students have the opportunity to review the steps in the process so they are able to apply them again when examining other issues. Reflecting on the experience allows students to identify new understandings and assess their own learning.

### Did I make a difference? Evaluating your actions

Issue: _____

| What did I (we) do? | What were the results? |
|---|---|
| | |
| What could we do now? | |
| What are the most important things I learned from this unit? | |
| How could I use the new information and skills from this unit in the future? | |

(See *Student Tool 22: Did I make a difference? Evaluating your actions*, page 157.)


©Alberta Learning, Alberta, Canada

# Chapter 6 Personal Career Portfolios

Students can use personal career portfolios to gather, organize and illustrate examples of learning and accomplishments.

It is the *process* of creating and collecting work samples, reflecting on the individual pieces and selecting those that demonstrate a certain aspect of learning, that engages students in continuous reflection and self-assessment. The end product is important, but it is the development process that creates the most valuable learning opportunities.

Through developing individual portfolios, students have many diverse learning opportunities, including:

- documenting their own activities and accomplishments over an extended period of time
- charting their growth and skill development
- monitoring and adjusting their actions and plans
- communicating their learning with others
- expressing and celebrating their creative accomplishments
- providing a foundation by which to assess their personal growth and change, and set future goals.

Portfolios develop students' organizational skills and increase their sense of responsibility and ownership in their work. Students are encouraged to produce their best work, value their own progress and select products for their portfolios that represent what and how they are learning. Portfolios give students a measure of autonomy and self-expression that can be highly motivating.

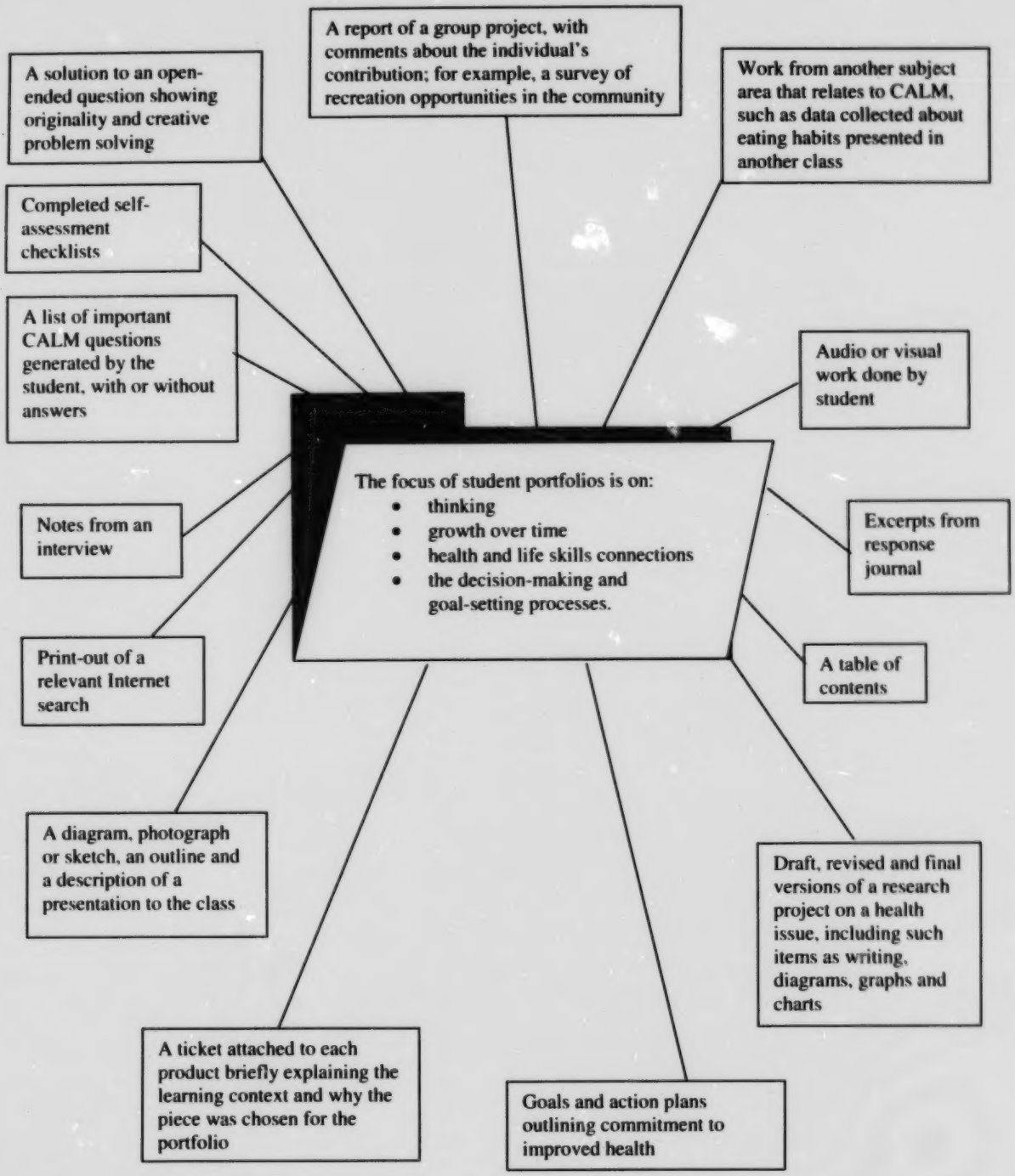
## Using portfolios in CALM

There are many opportunities to use portfolio development with students within the CALM program.

There are multiple opportunities through the CALM program to incorporate portfolio development. For example, students can create portfolios focussed specifically on their learning skills, including identifying and implementing action plans for strengthening essential competencies and learning capacity.


©Alberta Learning, Alberta, Canada

*Sample contents for a portfolio focusing on a dimension of well-being.*


A report of a group project, with comments about the individual's contribution; for example, a survey of recreation opportunities in the community
A solution to an open-ended question showing originality and creative problem solving
Work from another subject area that relates to CALM, such as data collected about eating habits presented in another class
Completed self-assessment checklists
A list of important CALM questions generated by the student, with or without answers
Audio or visual work done by student
The focus of student portfolios is on:
thinking
growth over time
health and life skills connections
the decision-making and goal-setting processes.
Notes from an interview
Excerpts from response journal
Print-out of a relevant Internet search
A table of contents
A diagram, photograph or sketch, an outline and a description of a presentation to the class
Draft, revised and final versions of a research project on a health issue, including such items as writing, diagrams, graphs and charts
A ticket attached to each product briefly explaining the learning context and why the piece was chosen for the portfolio
Goals and action plans outlining commitment to improved health


©Alberta Learning, Alberta, Canada

A basic student portfolio focussing on a particular concept, topic or issue may contain:[20]

- a cover page
- a table of contents
- a statement of student goals
- items that represent understanding of concepts
- items that illustrate the process of learning, including excerpts from learning logs and journals, a sample project in all stages from conception to final product, with student's commentary on decisions made along the way
- performance items that demonstrate application of concepts and skills
- self-assessment rubrics
- labels and captions that identify items in the portfolio, explain the context in which they were produced and provide reasons for choosing them.

It may also include:[20]

- a piece chosen from the student's work by a classmate, with a caption explaining why the classmate considered the piece a valuable addition
- a piece from another subject area that relates to the portfolio subject, such as a graph from mathematics that relates to the topic of active living because it indicates daily activity choices of students
- an artifact from outside the school demonstrating the transfer of concepts and skills, such as a report on a volunteer placement that assesses leadership skills.

## Career portfolios

The most common use for portfolios is in the area of career exploration. Personal career portfolios are carefully organized collections that illustrate a student's skills, abilities and talents. Compiling career portfolios helps students identify, select and organize evidence of knowledge and skills that can help them make successful transitions from school to work, or further training or education.

### Learner outcomes

All eleven specific learner outcomes in the Career and Life Choices component of the CALM program focus on personal career portfolio development.

The specific outcome for portfolios is C5. Develop a quality career portfolio

- describe various sources of personal career aspirations
- assess a wide range of career possibilities
- build a personal occupational profile, including information gathered while envisioning possible futures, examining future employment trends and researching possible career choices
- discuss the importance of persistence and the creation of options throughout career development planning


©Alberta Learning, Alberta, Canada

- build a quality career portfolio by combining the occupational profile and the personal information profile
- discuss how a career portfolio can be used

Creating and developing career portfolios is an effective learning strategy. Through the process, students learn to organize information into a format. The information in a career portfolio is personal, so the end product is of personal value to the student.

## Benefits

Students need to be adept at communicating their knowledge and skills. Many students:

- possess various skills, but cannot identify them
- are uninformed about what employers want
- underestimate the relevancy of their skills.

Students who have developed career portfolios are able to:

- reflect on their values, interests and strengths through self-assessment
- contribute to their own sense of accomplishment
- connect home, school and community activities
- use information to prepare for employment, college, technical school or university entrance
- identify and demonstrate skills for employment
- communicate a sense of accomplishment
- demonstrate personal accountability.

A completed career portfolio is a summary of abilities and accomplishments. In a world of competitive selection for education and employment, portfolios can be valuable marketing tools. Portfolios give students a measure of autonomy and self-expression that can be highly motivating.

Career portfolios demonstrate the many skills of students. And, while they provide a framework for students to direct their own learning, they can also provide teachers with documentation of students' work.

When applying for jobs, career portfolios can provide useful information for writing cover letters, preparing for interviews and discussing experience and skills.

The true value of career portfolios is that students have collections of relevant information from which to create concise submissions to potential employers. The actual portfolios can also be used in situations in which students are asked back for a second longer interview.

## Planning considerations

Career portfolios are toolkits for making career decisions. They are practical—a portable means of storing, tracking and presenting samples that demonstrate skills and abilities.


©Alberta Learning, Alberta, Canada

The career portfolio project functions as both a learning and an assessment tool. In the end, students have a detailed personal collection of work. To accomplish this, the teacher needs to schedule time for students to learn and work on their portfolios.

A portfolio project requires instructional time in the classroom as well as out-of-class student work. Many specific outcomes will be addressed during this time. Almost all the instruction for General Outcome Career and Life Choices can be woven into the activities of the portfolio project.

There are various ways to schedule work. Some teachers plan short activities throughout the length of the CALM program, scheduling these with the teaching of all three outcomes. In this case, students collect the results of these activities and store them for their portfolios. Later, larger blocks of time focus specifically on portfolio work, usually when career-related outcomes are the focus of instruction.

Other teachers prefer to commit larger blocks of class time to portfolio work for a shorter span of the CALM program. This can be done by scheduling one class each week for portfolio development. Then, a block of concentrated time, when appropriate, can be used to assemble and refine portfolios.

Many students will have worked on preparing learning and career plans in junior high school. The CALM teacher can take advantage of this prior learning by using what students recall of the experiences and the portfolio skills already developed. In some cases, students may actually have portfolios or folders of their junior high school work that can be updated, revised and incorporated into the current career portfolio project.

## Process versus product

Although the ultimate goal of a portfolio is a *product*, the *process* of creating that product is where much of the learning takes place. Learning to become conscious of one's skill development impacts career planning, goal setting and personal confidence for a lifetime.

The portfolio process can be summarized in the following four steps.

1. Collect
2. Reflect
3. Select
4. Present.

## Step 1: Collect

It is important that, from the beginning, there is effective organization and management in place for collecting possible samples. Consider the following ideas for managing portfolios.[21]

- Choose and use a system to store all work until portfolio selections are made. Storage boxes, large envelopes, unused pizza boxes and three-ring binders are all sturdy, inexpensive options.


©Alberta Learning, Alberta, Canada

- Provide students with checklists of requirements to make and organize their selections. Checklists can double as the table of contents.

- Include photographs of projects and activities at various stages of development. Photos can document skills in action.

- Label samples and pieces. Some may be directly labelled with dates and brief descriptions. Others can have tags attached to them. Tags can be as simple as index cards or slips of paper made into portfolio tags. (See *Student Tool 23: Portfolio tags*, page 158.)

Student name _____

**Portfolio tag**

Title of sample _____

I chose this sample because _____

_____

_____

Date _____

DRAFT ❑ FINAL COPY ❑

Date sample added to portfolio _____

- If samples have been assessed, assessments should be attached to the samples.

- Consider computer-based portfolios. Portfolio contents can be saved electronically using word-processing or desktop publishing software and scanners.

- A sample table of contents with four sample portfolio content pages is in the Appendices, pages 163–167. This is adapted from *Creating a Career Skills Portfolio: Showcasing Students' Strengths and Abilities* (Alberta Education, 1997).

As students complete various self-assessment inventories in CALM and other courses, they become more aware of what interests and motivates them, what they have accomplished and what their values are. This may provide clues about what could be included in their portfolios.


©Alberta Learning, Alberta, Canada

### Employability Skills 2000+

One useful guide for the development of a career portfolio is the *Employability Skills 2000+*. It outlines skills that representatives of industry, business and service identify as essential for the Canadian workforce. They include:

- academic/technical (fundamental) skills
- personal management skills
- teamwork skills.

A list of Employability Skills are included in the Appendices, pages 168–169.

### The Alberta Framework of Essential Competencies

A second useful guide for the development of a career portfolio is *The Alberta Framework of Essential Competencies for Working, Learning and Living (ECF)*. The ECF identifies essential workplace competencies within the following four dimensions:

- building personal capacity
- interacting and communicating
- planning and managing
- using data and computer technology.

The competencies are stated as a series of performance indicators. More information on these essential competencies are included in the Appendices, pages 170–173.

The framework also has an Action Planner teacher resource guide that contains a self-assessment and a process for learners to document their successes and plan for future growth. The set is available for purchase from the Learning Resources Centre.

## Step 2: Reflect

To make wise selections for their portfolios, students must reflect on each sample they have collected.

Teachers can use the portfolio process to teach students to critique their work and reflect on its merits. As students review their samples in order to select potential portfolio items, teachers can prompt students' analysis and decision-making skills by asking questions and encouraging critical analysis.

It may be useful for students to maintain two portfolio files. The first holds all the material collected. The second, or show portfolio, contains selected pieces that best demonstrate learnings and skills.

## Step 3: Select

It is important to establish clear criteria for what is to be included in a portfolio. Teachers and students need to work together to establish criteria and begin the selection process.


©Alberta Learning, Alberta, Canada

In *The Mindful School: The Portfolio Connection*, Burke, Fogarty and Belgrad offer a sample list of criteria that includes:[22]

- accuracy of information
- connection to other subjects
- correctness of form
- examples of creativity
- indication of development of process
- diversity of entries
- evidence of multiple intelligences
- evidence of thoughtfulness
- evidence of growth and development
- insightfulness
- knowledge of concepts
- organization
- persistence
- progress
- quality products
- examples of self-assessment
- visual appeal.

Students should select items that provide solid evidence of their strengths and accomplishments. They should select items that demonstrate a positive, comprehensive picture of who they are and what they want to accomplish.

Once items are selected, students have the ingredients for basic career portfolios. The next task is to organize items. A basic career portfolio may contain the following.

- *Introductory section*:
  - a cover page
  - table of contents
  - a personal profile/introduction
  - key life and work goals
  - résumé that summarizes strengths, interests and accomplishments.

- *Strengths and accomplishments*:
  - academic competencies—competencies developed in core subject areas, such as mathematics, science, English language arts, social studies
  - technical competencies—competencies developed in subject areas, such as career and technology studies, fine arts, international languages, physical education
  - essential competencies and learning capacity (employability skills)
  - other competencies developed through work, hobbies, extracurricular activities, sports
  - accomplishments including challenges that have been overcome and programs and projects completed.


©Alberta Learning, Alberta, Canada

- *Evidence*:
  - school transcripts
  - report card comments
  - selected examination results
  - attendance reports
  - copies of awards
  - certificates
  - letters of recommendation and references.

## Step 4: Present

Presenting a portfolio means sharing it with others. There are many different reasons to share portfolios and many different ways to present information.

In general, a career portfolio needs to be:

- well-organized
- concise, incorporating specific examples
- constantly updated, as skills develop and new skills are learned
- self-directed and self-driven
- representative of the individual
- visually attractive.

Portfolios can be presented in different formats. Potential formats include:

- print format (text, pictures, graphics)
  - folder
  - scrapbook
  - binder with dividers and/or page protectors
- portfolio case format—large zippered case or box large enough to hold materials, such as art work, blueprints, sculptures
- multimedia format, such as videotapes and audiotapes, CD-ROMs or photographs
- Internet or web-based format.

As students select items from their career portfolios to present to various target audiences, they will need to regroup them in smaller binders or folders. Students should select appropriate items from their career portfolios to develop presentation portfolios targeted for specific purposes, such as interviews for employment, post-secondary entry or scholarships.

Students need to be well-prepared for presentations. Consider the following questions to prepare for presentations.

- *Purpose and goal of presentation*—What do you want to accomplish? What do you expect from your audience? What do you know about their interests and expectations?
- *Key messages*—What two or three key messages or personal strengths and attributes do you want the audience to learn and remember about you? Which messages will likely have the most impact on the audience?


©Alberta Learning, Alberta, Canada

- *Documentation*—Which items from your portfolio most effectively demonstrate your key messages? Do they need updating?
- *Tools and props*—Will you use any technology or props in your presentation? If the technology fails, what is your back-up plan?
- *Timing and sequence*—How much time is available? Will the audience have questions? What questions might be asked?
- *Plan for feedback*—How will you assess the impact and effectiveness of the presentation? For example, will you do a personal assessment or ask for audience feedback?
- *Be prepared*—What will you take? What will you wear? How will you get there? How will you prepare mentally?

It is important to provide opportunities for students to share their portfolios in a setting that is comfortable and supportive. They could present their portfolios to another student, in small groups, at parent–teacher meetings, to teachers or career advisors.

Students should reflect on how they feel about their presentations. As well, they can solicit constructive feedback from the audience by asking these questions.

- What worked well?
- What was the most interesting about this process? What was the most surprising about this process?
- What could have been improved?

Students may need coaching on the self-assessment process and how to provide constructive feedback to others.

A number of schools host formal graduate presentations in which Grade 12 students showcase their acquired skills to a panel of adults using their portfolios to demonstrate readiness for transition from school. The panel could consist of an employer; a teacher, counsellor or administrator, and a school council member.

## Additional resources

Along with the information provided in this guide, teachers may wish to use other resources while working on the development of personal career portfolios.

The *Student Learning–Career Planner* is available for middle/junior high and senior high school students. The planners can be downloaded from Alberta Learning's Web site at www.learning.gov.ab.ca/k_12/curriculum/other.asp, or can be purchased from the Learning Resources Centre.

The *Student Learning–Career Planner* file folder provides opportunities for students to connect their senior high school course selections with their evolving career plans. The planner should be updated regularly and reviewed several times throughout the school year. It provides a place for students to summarize their ideas about themselves, their futures and their career planning activities. It also helps students identify essential information for their portfolios.


©Alberta Learning, Alberta, Canada

The planner is organized into six sections.

- *Personal profile:*
  - interests, competencies, values, favourite subjects, awards and certificates of recognition
- *Student experiences:*
  - school activities, volunteer experiences, other activities
- *Education information:*
  - grade, courses
- *Career planning activities:*
  - self-assessment, investigations, work experience, action plans
- *Career goals:*
  - career goals, reasons, steps to success
- *Consultation record:*
  - dates, participants, items discussed, follow-up plans

## Using career portfolios

Students can use career portfolios to:

- identify courses that will build the skills needed for particular occupations
- help set the path for work or learning plans
- help get jobs or volunteer positions by identifying the match between the skills they have and those required
- assist in applying for scholarships by focusing on strengths, abilities and accomplishments
- document relevant skills from school, community, home and work in an engaging, organized manner to use on job or training applications
- use in interviews for university, college or technical school acceptance
- have ready access to information needed to relate skills directly to specific job requirements.

Parents can use career portfolios to:

- see the development of their children's competencies and accomplishments over time
- recognize efforts being made to prepare for the transition from senior high school
- provide a framework to discuss future plans, work and learning challenges.

Post-secondary institutions and employers can use career portfolios to:

- see clear evidence of students' skills, strengths and accomplishments
- better understand the career development initiatives happening in schools, such as work experience programs, work study programs and mentoring.


©Alberta Learning, Alberta, Canada

## Assessing career portfolios

Basic principles of effective assessment apply when assessing career portfolios. Assessment practices need to be continuous, collaborative, comprehensive, criterion-based and effectively communicated.

Assessment practices should focus on the positive and help students identify and celebrate their strengths and accomplishments. Formative assessment should help students strengthen the competencies they need to achieve their dreams and goals. As much as possible, students should be given options to demonstrate the required learner outcomes in a variety of ways, such as presenting information through written, verbal or multimedia formats.

All career portfolios should:

- be up-to-date
- be accurate
- be well-organized and attractive, with
  - a logical flow
  - effective use of graphics, pictures, dividers, cover pages
  - effective labels
- include clear and comprehensive description of:
  - academic competencies
  - technical competencies
  - essential competencies
  - credentials, awards and recognition documents
  - work and volunteer experiences.

### Rubrics

The following are two sample rubrics. The first is for assessing student portfolios. The second is for assessing student portfolio presentations.


©Alberta Learning, Alberta, Canada

# Portfolio assessment rubric



| | 5<br>Standard of excellence | 4<br>Approaching standard of excellence | 3<br>Meets acceptable standard | 2<br>Needs improvement to meet acceptable standard | 1<br>Not acceptable |
|---|---|---|---|---|---|
| Clearly states the reasoning for including information | • clearly explains importance of each entry and reflects on personal experiences | • explains importance of entries in detail | • explains importance of entries | • explains importance of a few entries | • does not explain importance of entries |
| | • relates information directly to future career goals and reflects on future plans | • relates information to future career goals and links to future plans | • relates information directly to future career goals | • provides minimal information on how entries relate to future career goals | • provides no information on how entries relate to future career goals |
| | • identifies skills needed for success in chosen profession and assesses these skills against current skill level | • identifies and describes a number of skills needed for success in chosen profession | • identifies basic skills needed for success in chosen profession | • identifies a few skills needed for success in chosen profession | • does not identify skills needed for success in chosen profession |
| Analyzes, researches and gathers information to reach a conclusion | • identifies and reflects on values and interests within a career | • relates values and interests within a career in an interesting manner | • relates values and interests within a career | • minimally relates values and interests within a career | • does not relate values and interests within a career |
| | • gives specific examples and convincing reasons for career choice | • gives detailed explanation for career choice | • provides basic reasoning for career choice | • minimal explanation of career choice | • no explanation of career choice |
| Demonstrates knowledge of chosen occupation and training required | • explains specific senior high school courses needed to pursue chosen career; has back-up plan | • explains senior high school courses needed to pursue chosen career | • lists basic information on senior high school courses needed to pursue chosen career | • provides incomplete information on senior high school courses needed to pursue chosen career | • provides incomplete or inaccurate information on senior high school courses needed to pursue chosen career |
| | • describes types of post-secondary training or schooling needed and gives examples | • describes post-secondary training or schooling needed | • provides basic information on type of post-secondary training or schooling needed | • provides incomplete information on type of post-secondary training or schooling needed | • provides incomplete or inaccurate information on type of post-secondary training or schooling needed |

# Portfolio assessment rubric



| | 5<br>Standard of excellence | 4<br>Approaching standard of excellence | 3<br>Meets acceptable standard | 2<br>Needs improvement to meet acceptable standard | 1<br>Not acceptable |
|---|---|---|---|---|---|
| Demonstrates knowledge of chosen occupation and training required *(continued)* | • relates current skills to goal<br>• describes specific skills and examples, education or volunteer work that would help in achieving career goals | • gives additional example of current skills related to goal<br>• explains some skills, education or volunteer work that would help in achieving professional goals | • gives example of current skills related to goal<br>• provides basic information on the skills, education or volunteer work that would help in achieving professional goals | • provides incomplete examples of current skills related to goal<br>• provides minimal information on the skills, education or volunteer work that would help in achieving professional goals | • provides no examples of current skills related to goal<br>• no examples of skills, education or volunteer work that would help in achieving professional goals |
| Content and organization | • includes diverse examples of best work, achievements and skills<br>• presents information in a skillful and engaging way using a number of different layouts, media and graphics | • includes a number of examples of best work, achievements and skills<br>• presents information effectively using different layouts, media and graphics | • includes some examples of best work, achievements and skills<br>• presents information using basic formats and appropriate graphics | • includes few examples of best work, achievements and skills<br>• presents information using confusing formats and inappropriate graphics | • provides incomplete work samples<br>• lacks format, no graphics |
| Appearance | • provides printed information that is easy to read and engages reader/audience<br>• organization enhances understanding and inspires reader/ audience | • provides printed information that is easy to read and enhances portfolio<br>• the portfolio has logical and interesting organization | • provides printed information that is clear and reader-friendly<br>• the portfolio is organized in logical order | • provides written information that is difficult to read<br>• the portfolio is not organized in logical order | • provides written information that is incomplete or undecipherable<br>• no organization is evident |


©Alberta Learning, Alberta, Canada

## Portfolio presentation assessment rubric

| Student: | Evaluator: |
|---|---|
| Date: | |

| | *Needs improvement to meet acceptable standard* | *Meets acceptable standard* | *Approaching standard of excellence* | *Standard of excellence* |
|---|---|---|---|---|
| Communication with audience | communication is confusing and misleading | communicates clearly with audience | communicates clearly with audience and uses effective body language | communicates clearly with audience, and engages and inspires with effective use of voice and body language |
| Enthusiasm | displays minimal enthusiasm and interest for project | displays appropriate enthusiasm and interest for project | displays enthusiasm and interest for project, and engages audience | displays exceptional enthusiasm and interest throughout presentation and engages and motivates audience |
| Depth, breadth and substance of content | content lacks substance or is not fully developed | content is complete | content is well-developed | content is well-developed and shows depth and breadth |
| Organization of ideas | presentation of ideas is confusing | ideas are organized | ideas are organized in a clear and logical format | ideas are presented in a clear and interesting format |


©Alberta Learning, Alberta, Canada

©Alberta Learning, Alberta, Canada

# Chapter 7 Differentiating Instruction for Students with Learning Disabilities

This chapter provides suggestions teachers can use to meet the needs of students with learning disabilities in the regular classroom. Information includes:

- characteristics of students with learning disabilities
- role of self-advocacy
- planning for transition
- planning for instruction
- instructional strategies
- accommodations
- assessment.

Students with learning disabilities have diverse difficulties, often hidden or subtle, that affect learning throughout life. There is great variability among students with learning disabilities. They are generally described as individuals of at least average intelligence who have difficulties processing information and unexpected difficulties in academic areas, while showing strength and success in some learning and processing areas. Their difficulties cannot be explained by other handicapping conditions or environmental influences.

Learning disabilities are lifelong. Their impact may vary with the changing demands at different stages of life. Research identifies several factors contributing to success for students with learning disabilities:

- the ability to take control; i.e., make conscious decisions to take charge of one's life
- the desire to get ahead, hard work, persistence, determination
- the ability to set explicit goals
- active awareness of strengths and weaknesses
- the ability to reframe the experience of having a learning disability in a positive and productive perspective
- creativity in developing and using strategies and accommodations to enhance their performance
- the ability to seek out environments where they can succeed
- active involvement in school and community life
- positive educational experiences in both elementary and junior high school grades
- support systems.

As adults, individuals with learning disabilities can be successful in post-secondary education, careers and family life. The strategies, skills, and awareness of their strengths and needs that are developed during the school years contribute to later success. Programming must be based on individual student needs since there is no "one size fits all" approach. Collaboration among students, parents and school staff is key.


©Alberta Learning, Alberta, Canada 2002

To assist students with learning disabilities, it is important to understand the types of difficulties that may be experienced in senior high school, the role of self-advocacy, potential instructional strategies and accommodations, and alternative assessment strategies.

## Characteristics of students with learning disabilities

Each student with a learning disability has a different pattern of strengths and needs that affects learning. Most learning disabilities are identified during the elementary grades. There should be information available in students' Individualized Program Plans (IPPs) about their learning strengths and needs, and the educational intervention and supports that have been helpful.

The characteristics outlined below signal the possibility of a learning disability. However, there may be other reasons for these characteristics. When several of these difficulties persist over time, they signal the need to explore the factors contributing to a student's learning difficulties. Students may exhibit difficulties in any of the following domains.

**The metacognitive domain** involves the active control, coordination and monitoring of learning processes and strategies. Students may demonstrate:

- a lack of understanding of their own learning strengths and needs
- difficulty approaching problems systematically
- difficulty learning and applying strategies
- difficulty choosing effective or appropriate strategies
- difficulty with self-monitoring
- difficulty organizing time and personal space.

**The information-processing domain** includes how information is received through the senses, attended to, perceived, organized, stored in memory, retrieved and expressed. Students may demonstrate:

- inconsistent attention
- difficulty with fine details
- poor recall of facts
- limited automatic recall
- fine motor difficulties.

**The communication domain** includes auditory skills, receptive language skills and the expression of language. Students may demonstrate:

- difficulty clearly expressing thoughts
- difficulty receiving and interpreting verbal information
- difficulty participating in class discussions
- difficulty with higher level language skills, for example thinking hypothetically or understanding jokes and puns.

**The academic domain** includes reading, written expression, spelling and mathematics. As students proceed through school, their learning disabilities may become more apparent in the content area subjects.


©Alberta Learning, Alberta, Canada

Students may demonstrate:

- distractibility when reading
- signs of physical strain when reading; e.g., rubbing eyes, yawning, head held close to text
- use of finger to track when reading
- slow or extremely fast reading speed relative to peers
- apparent carelessness when reading instructions
- lack of understanding of written materials
- lack of strategies to monitor understanding of text
- poor performance on written tests and assignments in contrast to demonstration of knowledge by other means
- ineffective pencil grip
- illegible, slow writing
- inconsistent success when writing
- reluctance to write.

**The social/adaptive domain** encompasses social competence that involves the ability to engage successfully in interpersonal relationships and adapt to the environment. The student may demonstrate:

- difficulty interpreting verbal and nonverbal communication in social interactions
- difficulty making and keeping friends
- weak understanding of humour
- low feelings of self-worth
- learned helplessness; i.e., a passive approach to tasks and an inability to view one's own behaviour as having a positive effect on schoolwork. For example, students may attribute success on a test to luck or a teacher's good mood rather than to their own effort.

For more information about students with learning disabilities, see *Teaching Students with Learning Disabilities* (Alberta Education, 1996), Book 6 of the *Programming for Students with Special Needs* series. This resource includes a description of each domain and a detailed checklist for observing students.

## Role of self-advocacy

Studies of highly successful adults with learning disabilities identify the ability to self-advocate as an important factor contributing to success. Self-advocacy is taking action on one's own behalf. Experiences in the junior high years are important to the development of self-advocacy skills. Students with learning disabilities often experience a low sense of self-worth and an attitude of learned helplessness. They may approach tasks passively, often waiting for direction and assuming that they cannot do the task independently. These students need to be taught how to advocate appropriately for themselves. They need to develop an understanding of themselves as learners and to be able to communicate their needs appropriately.


©Alberta Learning, Alberta, Canada

In senior high school, students have increasing responsibility for their learning. While students with learning disabilities need considerable support in moving toward greater independence, it is important that they learn to self-advocate and that they are involved in all aspects of their education experience. They need to take an active role in goal setting, monitoring, assessment, evaluation, decisions regarding accommodations, transition planning and career planning. They also need to learn to develop and apply strategies for effective learning.

Learning and practising self-advocacy in the senior high school years is important for success. To enhance the self-advocacy skills of students with learning disabilities, consider the following strategies.

- Use the following questions to guide discussions to help students become better self-advocates:
  - How would you describe your learning disability?
  - How would you describe your strengths and areas of difficulty?
  - Do you receive any additional help from someone at school? From whom? How often? Describe the type of help. How can they help you with CALM?
  - What strategies or accommodations do you find the most helpful in CALM?
  - What personal goals are you working on?
  - What will you do if you have difficulty during class time? With homework?
  - Who is helping you with your course selection?
  - What other courses are you taking this semester?
  - Do you have a schedule of test and due dates from your other courses?

- Help students determine their own strengths and areas of need by involving them in self-reflection and self-assessment tasks, such as completing needs assessments and learning preference checklists. See *Student Tool 24: What works for me inventory*, pages 159–160, to help identify individual preferences, strengths and needs.

- Assist students in identifying realistic and tangible goals for their IPPs. Discuss their responses to the *What works for me inventory* to help identify areas of need and appropriate goals.

- Help students identify goals for academic work. See *Student Tool 25: Goal-setting organizer*, page 161. This tool could be introduced at the beginning of the week, reviewed mid-week and evaluated at the end of the week. For more information about goal setting, see the student resource *Make School Work for You* (Alberta Learning, 2001).

- Encourage students to take leadership roles in their own learning by making active contributions to discussions and goal setting at their IPP conferences.


©Alberta Learning, Alberta, Canada

- Involve students in the evaluation of their own work. Self-evaluation contributes to a better understanding of areas of strength and difficulties. Provide checklists, so students can assess the quality of their own work.

- Provide explicit feedback about the strategies and accommodations that increase students' success. This will contribute to their understanding of the supports they require and increase their ability to ask for what they need.

## Planning for transition

It is important for senior high school students with learning disabilities to plan for transitions to employment or post-secondary education. Given the diversity of students with learning disabilities, a wide range of appropriate education and employment options should be considered. There are increasing numbers of students with learning disabilities entering post-secondary education and training programs. These students benefit from a variety of supports that are increasingly available in these settings, such as academic accommodations; e.g., extra time on exams, note takers, assistive technology, as well as strategy tutoring and counselling. The employment success of adults with learning disabilities is increased by realistic career planning, and the development of job-related academic and social skills. To facilitate effective transitions from senior high school, consider the following strategies.

- Assist students in the careful selection of senior high school courses. Consider students' abilities and their level of performance with accommodations to ensure that students are in the appropriate courses. Consider the reading and writing demands of courses, and balance the load each term.

- Prepare student portfolios to pass on to other teachers. Gather the following content for the portfolio:
  - updated IPPs that include a record of the accommodations and assistive technology that are effective
  - samples of students' work
  - recent educational assessments
  - medical information
  - list of the students' successes and accomplishments at school and in the community.

Successful transitions are planned, collaborative and comprehensive. To facilitate effective transitions after senior high school, the following are important considerations during the senior high school years:

- Explore career interests and help students develop realistic career goals.
- Help students assess their own values, abilities, challenges and interests so that they can make thoughtful and realistic decisions about career goals.
- Encourage students to identify and learn about their strengths.


©Alberta Learning, Alberta, Canada

- Encourage students to become self-advocates.
- Help students and parents prepare for the new demands and increased responsibilities of post-secondary settings.
- Help students select courses that support their future educational and career plans.
- Teach students effective study strategies, such as time management, note taking, test preparation and test-taking strategies.
- Help students and parents learn about appropriate accommodations and assistive technologies.
- Encourage the development of keyboarding skills.
- Encourage students to be active in transition planning.

See the student resource *Make School Work for You* (Alberta Learning, 2001) for practical ideas students can use to be more successful in school. It includes activities to help students understand themselves as learners as well as ideas for getting organized, preparing for and taking tests, self-advocating, staying motivated and getting along with others.

## Planning for instruction

Planning for the diverse learning needs of students with learning disabilities involves making informed decisions about content, materials and resources, instructional strategies and evaluation procedures.

Consider the following questions when planning for the accommodation of students with special needs.[23]

**Learning environment**
- What steps will I take to create a supportive learning environment?
- What classroom management procedures do I need to introduce?

**Grouping**
- What learning activities can best be achieved individually, in pairs, in small groups or in the whole class?
- How will the pairings and groupings be determined?
- What transitions will ensure a smooth flow from one activity to the next?

**Learning activities**
- How will I provide lesson overviews?
- Which graphic organizers will I use?
- What strategies activate, clarify and extend prior knowledge?
- How will students make connections between what they know and what they will be learning?
- What key words and concepts are essential?
- Which strategies will introduce and reinforce these words and concepts?
- What are the critical questions students need to think about?
- How will students apply their learning?


©Alberta Learning, Alberta, Canada

- What extension activities will reinforce and extend learning?
- Do these learning activities offer a variety of ways to demonstrate learning?
- How will instructions be reinforced; e.g., key words on board, printed instructions, labelled diagrams on board?
- How will students use handouts and other materials?
- Does this learning activity allow for a frequent change of pace?
- Are there opportunities for discussion, writing, drawing and viewing?
- What alternative activities can I use if students need a change in pace or a refocusing of attention?

Some general considerations for planning are presented below.

- Accommodate a variety of students' learning needs by modifying:
  - the degree of structure or open-endedness of the task
  - the pace of learning
  - the degree of independence
  - the presentation formats
  - the reading level of materials
  - the products and assignments to demonstrate learning.

- Use students' IPPs to guide decisions about:
  - instructional strategies that will be most effective
  - strategies that need to be taught explicitly to increase students' effective and independent approach to tasks, such as note-taking and memory strategies. Such strategies are helpful for all students and essential for students with learning disabilities.

## Instructional strategies

Students with learning disabilities benefit from a combination of direct instruction and strategy instruction. Direct instruction is explicit instruction with clearly specified objectives taught in specific small steps with detailed explanations, demonstrations of steps and connections among concepts. Strategy instruction involves teaching students how to approach tasks and use knowledge to solve a problem. Both direct instruction and strategy instruction involve modelling and demonstration, feedback, guided and independent practice, and transfer.

For more information about strategy instruction, see *Teaching Students with Learning Disabilities* (Alberta Education, 1996), Book 6 of the *Programming for Students with Special Needs* and *Unlocking Potential: Key Components of Programming for Students with Learning Disabilities* (Alberta Learning, 2002).

Teachers can guide students toward independent learning by teaching strategies in a structured way until students can use them in a variety of situations without guidance. The goal is to have students transfer these strategies across subject areas and grades. General tips for teaching strategies to students include the following.[24]


©Alberta Learning, Alberta, Canada

- Teach one strategy at a time.
- Teach a strategy as part of classroom learning, within the context of curriculum.
- Use direct instruction and be explicit in your language and examples.
- Help students see the benefits of a strategy–use real world examples.
- Model the step-by-step use of a strategy.
- Reinforce the strategy with visual cues.
- Provide guided practice with easier material.
- Give students opportunities to show what they know.
- Help students make the link between the strategy and different curriculum areas.
- Encourage students to adapt and personalize strategies.

## Strategies for developing thinking skills

Metacognition is thinking about thinking. Students with learning disabilities need to develop these skills.

Sample strategies for enhancing students' metacognitive skills include the following.

- Wait 5–10 seconds before asking students to respond to questions. This allows them to gain control over their thoughts. Some students benefit from cues to indicate they are about to be asked a question or to contribute to a discussion.

- Ask metacognitive questions to prompt students to develop their own strategies for learning. Sample questions include the following:
  - How are you going to remember your homework?
  - How did you remember that yesterday?
  - Does this answer make sense?
  - Why did this reading selection cause you difficulty?
  - What questions do you have? How can you find the answers?
  - How can you use this strategy or information in the future?
  - How can you organize the information to remember it better?

- Discuss the steps of problem-solving and demonstrate ways to apply problem-solving strategies to content areas. Post example of problem-solving steps.


©Alberta Learning, Alberta, Canada

## Strategies for developing organizational skills

- Post the daily agenda in a designated spot in the classroom and draw students' attention to it on a regular basis.
- Record due dates for homework and assignments on a monthly calendar. Consider putting the calendar in a central location where all teachers can check it and add deadlines. This approach provides a quick reference for support personnel who may be coaching individual students.
- Post a list of materials that students need for a class.
- Provide a model demonstrating specific expectations for organization of students' notebooks and binders. Demonstrate dating pages, margin use, spacing and organization of old and new work. Consider colour coding binders to match subject areas. Keep the model available for students to refer to throughout the school year.
- Develop regular routines for turning in homework, such as a specific drop-off box, a designated time to turn in assignments and class time to record information in agendas.
- Teach specific note-taking strategies. Initially, record notes on the board to provide a model. Discuss the specific elements of the model and provide opportunities for students to apply the note-taking strategy.

## Strategies for developing memory skills

- Make new information meaningful by relating it to students' experiences and prior knowledge.
- Strengthen associations by providing information that appeals to a number of senses.
- Use KWL to introduce a new unit or concept and find out what students know. It provides a visual link between prior information and a new concept.[25]

| K – What I already know | W – What I want to learn | L – What I learned |
|---|---|---|
| | | |

- Use mind maps or semantic maps as pre- and post-learning activities to help students see what they have learned.
- Use daily reviews to encourage long-term storage; e.g., give a daily warm-up quiz asking one question based on a key concept from the previous class.


©Alberta Learning, Alberta, Canada

- Have students teach material to someone else to reinforce the concepts.
- Pair auditory information with visual information; e.g., use graphs, diagrams or pictures to illustrate information.
- Provide opportunities for discussion and note-taking.
- Encourage questions.
- Write key words on the board.
- Post and review new vocabulary.
- Teach students to use repetition and rehearsal strategies, for example:[26]

  **R**ead
  **C**over
  **R**ecite
  **C**heck.

## Strategies for reading and writing

- Discuss text structure and organization of the text in content areas.
- Introduce new vocabulary.
- Introduce reading assignments with warm-up activities.[27]

  Step 1: Read the title of the chapter and introduction.
  Step 2: Read the headings and subheadings.
  Step 3: Read the chapter summary.
  Step 4: Read the questions at the end of the chapter.
  Step 5: Say, "This chapter will talk about_____".
- Teach students the relationship between textbook questions and answers. Have students follow these steps when answering questions in the textbook.[28]

  Step 1: Read the question carefully.
  Step 2: Change the question into part of the answer and write it down.
  Step 3: Locate the section of the chapter that talks about the topic. Use the headings and subheadings to help.
  Step 4: Read the section of the chapter until the answer is found.
  Step 5: Complete the answer.
- Teach paraphrasing strategies, such as **RAP:**

  **R**ead the paragraph.
  **A**sk yourself what you just read (main idea and two details).
  **P**ut main idea and two details in your own words.


©Alberta Learning, Alberta, Canada

- Provide exemplars and clear specific criteria for written assignments. Use rubrics and performance assessment to help students understand expectations.

- Teach explicit strategies for planning written assignments and provide planning frameworks for different types of narrative and expository writing. Teach strategies, such as DEFENDS, that outline steps for developing and evaluating written assignments.[29]

**DEFENDS**

**D**ecide on goals and theme
- Decide who will read the assignment and what you hope will happen when they do.
- Decide what kind of information you need to communicate.
- Decide on your theme.
- Note the theme on your planning form.

**E**stimate main ideas and details:
- Think of at least two main ideas that will explain your theme.
- Make sure the main ideas are different.
- Note the main ideas on your planning form.
- Note at least three details that can be used to explain each main idea.

**F**igure out the best order of main ideas and details:
- Decide which main idea to write about first, second, and so forth, and note on the planning form.
- Note the best order for presenting the supporting details.
- Make sure the order is logical.

**E**xpress the theme in the first sentence:
- Explain what the writing is about in the first sentence.

**N**ote each main idea and supporting points.
- Note your first main idea in a complete sentence. Explain this main idea using the supporting details.
- Tell yourself positive statements about your writing, and encourage yourself to write more.
- Repeat for each of the other main ideas.

**D**rive home the message in the last sentence:
- Restate your theme in the last sentence.
- Make sure you use wording that is different from the first sentence.

**S**earch for errors and correct.

**SEARCH**

**S**et editing goals.

**E**xamine your essay to see if it makes sense.

**A**sk yourself whether your message will be clear to others.

**R**eveal picky errors; e.g., capitalization, punctuation, spelling.

**C**opy over neatly.

**H**ave a last look for errors.


©Alberta Learning, Alberta, Canada

- Encourage students to edit their work using strategies such as COPS.
  **COPS**
  **C**apitalization
  **O**rganization
  **P**unctuation
  **S**pelling

## Accommodations

Some challenges faced by students with learning disabilities can be addressed by providing instructional accommodations. An accommodation is a change or alteration to the regular way a student is expected to learn, complete assignments or participate in the classroom. Accommodations lessen or remove the impact of a student's learning disability giving students more equal opportunities to succeed.

There are three types of accommodations:

- classroom and physical accommodations; e.g., alternative seating, adaptive devices
- instructional accommodations; e.g., proving copies of notes, alternative reading material
- evaluation/testing accommodations; e.g., extra time, oral tests

### Sample accommodations for reading difficulties[30]

- Use less difficult or alternative reading materials within a subject area.
- Reduce the amount of reading required.
- Allow students to record lectures and class discussions.
- Allow alternative methods of data collection, such as tape recorders, dictation, interviews or fact sheets.
- Enlarge text of worksheets and reading material.
- Extend time to complete tests and assignments.
- Use large print editions of texts.
- Read directions aloud to students.
- Read test items aloud to students.
- Record directions on audiocassettes.
- Provide written directions for exams ahead of time.
- Use assistive technology; e.g., optical character recognition system, books on tape and CD, screen readers.

### Sample accommodations for written expression difficulties[30]

- Allow students to record lectures and class discussions.
- Provide written outlines.
- Individualize assignments; e.g., reduce volume of work, break long-term assignments into manageable tasks, allow extra time for completing assignments, offer alternative assignments, allow students to work on homework while at school.


©Alberta Learning, Alberta, Canada

- Allow alternative methods of data collection; e.g., tape recorders, dictation, interviews, fact sheets.
- Allow spelling errors on written assignments.
- Extend time to complete tests and assignments.
- Permit use of scribes or tape recorders for answers.
- Waive spelling, punctuation and paragraphing requirements.
- Accept keyword responses in place of complete sentences.
- Use assistive technology; e.g., word processors, spell-check devices, grammar-check devices, text to speech software.

## Sample accommodations for attention difficulties[30]

- Provide alternative seating; e.g., near teacher, facing teacher, at front of class, between students who are good role models, away from distractions.
- Provide personal work spaces; e.g., quiet area for study, extra seat or table, time-out spots, study carrels.
- Permit movement during class activities and testing sessions.
- Allow students to record lectures and class discussions.
- Provide directions in written form.
- Extend time to complete tests and assignments.
- Use multiple testing sessions for longer tests.
- Allow students to take breaks during tests.
- Use place markers, special paper, graph paper or writing templates to encourage students to focus attention.
- Provide visual cues; e.g., arrows, stop signs, on test answer forms.
- Provide quiet, distraction-free areas for testing.
- Allow students to wear earplugs or headphones to screen out distracting sounds.
- Provide checklists for complex assignments.
- Provide specific procedures or processes for turning in completed assignments.

## Sample accommodations for memory difficulties[30]

- Provide written outlines.
- Provide directions in written form.
- Provide specific procedures or processes for turning in completed assignments.
- Provide checklists for long, detailed assignments.
- Read standard directions several times at the start of tests.
- Provide visual cues; e.g., arrows, stop signs, on answer forms.
- Allow students to use assistive technology; e.g., arithmetic tables, dictionaries, calculators, word processors, spell-check devices, grammar-check devices.


©Alberta Learning, Alberta, Canada

## Sample accommodations for fine and gross motor difficulties[30]

- Use assistive and adaptive devices; e.g., slantboards or desktop easels to display written work and reading material, pencils or pens adapted in size or grip diameter, alternative keyboards, portable word processors.
- Set realistic and mutually agreed-upon expectations for neatness.
- Reduce or eliminate the need to copy from texts or boards; e.g., provide copies of notes, permit students to photocopy peers' notes, provide carbon paper to create duplicate copies of notes.
- Extend time to complete tests and assignments.
- Alter the sizes, shapes or locations of spaces provided for answers.
- Accept keyword responses in place of complete sentences.
- Allow students to type answers or answer orally instead of in writing.

# Assistive technology

There is growing interest in assistive technology for students with learning disabilities. The term assistive technology refers to items, pieces of equipment or products that are used to help individuals improve their ability to perform specific tasks. Assistive technology allows individuals with learning disabilities to work more effectively within academic and vocational settings.

Computers are the most well-known form of assistive technology but there are a variety of products available. Not all students with learning disabilities need assistive technology. The decision to try assistive technology should be made on an individual basis, after considering students' strengths, needs and motivation. Consider the sample accommodations in the following list.[31]

## Examples of assistive technology

| | | |
|---|---|---|
| Reading | • Tape-recorded material | • Audio recordings of textbook material and answers to chapter or workbook questions |
| | • Semantic mapping software | • Software that enables readers to explore and comprehend narrative story or expository writing elements through graphic depiction |
| | • Electronic word recognition and definition | • Presents definitions of words |
| | • Closed-circuit television | • Magnifies reading material; limited reading presented at once |
| | • Speech synthesizer/screen reader software | • Computerized voice reads material on computer monitor |
| | • Optical character recognition (OCR)/scanner | • Text is scanned into computer and OCR system computerizes text so it can be read by speech synthesis |


©Alberta Learning, Alberta, Canada

| | | |
|---|---|---|
| **Written expression** | • Pencil grip | • Piece of plastic that is attached where the pencil is grasped |
| | • Alternative-hardware input devices | • Stickie keys, touch screens, trackballs, customized keyboards |
| | • Semantic mapping software | • Software for outlining and organizing writing |
| | • Tape recorder | • Standard tape recorder for dictation of written products |
| | • Word prediction software | • Software that assists with sentence structure and syntax |
| | • Speech recognition | • Voice recognition enabling dictation of written content |
| | • Electronic spelling devices | • Devices that speak and display, or only display, words and definitions |
| | • Word processing/spellcheck option | • Standard spellcheck option |
| | • Speech synthesizer/talking software | • Speech synthesis with word processing program |
| **Mathematics** | • Graph paper | • Centimetre squares for aligning numbers |
| | • Calculators | • Devices for checking answers; talking calculators; e.g., large keyed calculators |
| | • Talking clocks | • Specially designed clocks that tell time verbally |
| | • Timing devices | • Various devices for monitoring time |

To facilitate the appropriate and effective use of accommodations, consider the following.

- Individualize accommodations to match the needs and strengths of individual students.
- Include accommodations on students' IPPs. Only accommodations specified on IPPs and used by students during the course of their regular studies are permitted on provincial tests and diploma exams.
- Involve students in the process of choosing accommodations. This will increase the likelihood that students will use them.
- Select accommodations that are the least intrusive. Avoid implementing accommodations that isolate students from peers or draw unnecessary attention.
- Ensure students are able to use accommodations consistently. For example, if students use laptops for written work, is there access to an electrical outlet in each classroom? Do students have access to computers at home?
- Provide time and support for the student to learn how to use an accommodation.


©Alberta Learning, Alberta, Canada

- Monitor and evaluate the effectiveness of accommodations. Record this information on IPPs so that accommodations will be provided in new settings that students may move on to.

## Assessment

Frequent, ongoing assessment during program implementation is essential for students with learning disabilities. If a plan is not working, changes need to be made. If objectives are reached, new ones are needed. Assessment information is important for students to understand their progress and for communicating progress to parents.

- Use a variety of assessment techniques and instruments. Multiple sources of information provide a valid picture of students' learning and challenges. Use this information to assist with planning and revising instruction.
  - Provide students with options for demonstrating their learning; e.g., reports could be done as radio broadcasts, letters to authors, displays or models, dramatic presentations or multimedia products.

- Modify test formats and procedures, and provide accommodations to allow students with learning disabilities to show their knowledge and minimize the negative impact of their disabilities. For example, students with visual processing and/or attention difficulties may perform better on oral tests or on paper and pencil tests that have more white space on the page. Students with slow processing ability may benefit from extra time or shortened versions of tests. For students who struggle with written language but who are strong in the verbal domain, readers or scribes could be used, or students could demonstrate their knowledge by recording answers on tape. Suggestions for modifying test formats and procedures include:
  - adjusting test appearance; e.g., margins, spacing, amount of print on page, type size, colour coding, highlighted instructions
  - adjusting test design
  - allowing extra time for completing tests and assignments
  - shortening tests or assignments
  - breaking tests into chunks.

- Analyze completed assignments and tests to determine students' strengths and difficulties. Sample questions could include the following.
  - Are errors on a test related to misreading directions, carelessness, lack of understanding of concepts, poor application of concepts, test-taking issues or difficulty with studying?
  - Are errors in mathematics related to poor recall of mathematics facts or misunderstanding of computational procedures?


©Alberta Learning, Alberta, Canada

- Use performance assessments to provide opportunities to help students understand the demands of tasks. Share the criteria that will be used to judge the product or performance. Using exemplars, modelling the process and outlining specific expectations help provide the explicit step-by-step instruction that benefits students with learning disabilities. Involving students in self-evaluation and providing specific feedback about their responses, products or performances enhance students' awareness of their strengths and difficulties. It also gives students information they can use to set goals for improvement.

- Consider creating portfolios. Ongoing portfolios help organize teacher reflections, student reflections and examples of student progress over time. Through portfolio work, students are encouraged to assess their growth to increase their self-awareness as learners. Portfolios can give receiving teachers a picture of students' growth and baselines for expectations and assessment. This information can also be shared with parents so they can better support their children's learning.

- Use rubrics specific to assignments to help students understand expectations. Rubrics can assist students in self-assessment of their work and in setting goals for improvement.

- Involve students in the assessment process. Their participation increases awareness of their strengths and difficulties, and of supports they need to be successful.
  - Discuss individual learning strengths and challenges with students. Discuss the strategies they know and use, and what works best for them.
  - Help students evaluate progress toward learning goals.
  - Provide ongoing feedback to students.
  - Involve students in developing assessment rubrics.
  - Involve students in goal setting, reflection and self-assessment through learning logs, goal sheets, self-reflection captions on portfolio selections and self-assessment rubrics.


©Alberta Learning, Alberta, Canada

©Alberta Learning, Alberta, Canada

# Chapter 8 Assess, Evaluate and Communicate Student Learning

## Assessment and evaluation

Assessment is the gathering of information about what students know and can do in order to make decisions that will improve teaching and learning. Assessment and evaluation are necessary and important elements of the instructional cycle.

Evaluation is a judgement regarding the quality, value or worth of a response, product or performance, based on established criteria and curriculum standards. Evaluation gives students a clear indication of how well they are performing based on the learner outcomes of the curriculum. The payoff of effective evaluation is that students learn how they can improve their performance. Assessment and evaluation always go together.[32]

With information from assessment and evaluation, teachers can make decisions about *what* to focus on in the curriculum and *when* to focus on it. Assessment identifies who needs extra support, who needs greater challenge, who needs extra practice and who is ready to move on. The primary goal of assessment is to provide ongoing feedback to teachers, students and parents, in order to enhance teaching and learning.

### Principles of assessment

Assessing, evaluating and communicating student achievement and growth are integral parts of schooling. They should be positive experiences for students, should promote growth, and be carried out in such a way that they support continuous learning and development. Assessment, evaluation and communication should be congruent with the following principles.[33]

- Assessment, evaluation and communication of student growth are based on the curriculum and are in line with the school's philosophy and programming principles.
- Information about methods of assessment and results of evaluation are available to students, parents and the community.
- Student growth is assessed, evaluated and communicated for all outcomes.
- Evaluation and communication of student growth are ongoing and are used to plan effective programming.
- Student growth is demonstrated through a variety of performances evaluated by teachers.
- Student growth is enhanced when students participate in the assessment, evaluation and communication processes.
- Student growth is enhanced when assessment, evaluation and communication are viewed positively by students.


©Alberta Learning, Alberta, Canada

- Methods of communicating student growth vary depending on audience and purpose.
- Methods of assessment and evaluation of student growth are developmentally appropriate and vary depending on student learning patterns.

These principles represent a shared commitment to quality assessment among the members of the Alberta Assessment Consortium.

## Assessment strategies

There are many opportunities for assessing student growth and achievement within the CALM program. Each assessment strategy provides information for making choices about how to improve, learn and grow.

Each assessment strategy provides useful and different information about student achievement. The most accurate profile of student growth is based on the findings gathered from assessing student performance in a variety of ways. The key is to match specific learner outcomes with appropriate assessment tasks. Teachers need to use a wide range of assessment strategies and tools to get a balanced view of student achievement.

Possible assessment tasks for CALM include the following activities and products:

- anecdotes, stories
- artwork
- case studies
- checklists
- collages
- computer-generated presentations
- conferences
- debates
- demonstrations
- displays
- essays
- games
- illustrations
- instructing others
- interviews
- investigations
- learning logs
- mind maps and other graphic representations
- observation
- peer assessment
- photographs
- portfolios
- presentations
- projects
- puzzles
- question and answer sessions
- readings
- reports
- research reports
- rubrics
- scrapbooks
- self-reflection and self-assessment: quizzes, rating scales, charts and checklists
- surveys
- tests in various formats
- videotapes
- written work.


©Alberta Learning, Alberta, Canada

## Self-reflection and self-assessment

Many students are unsure how they are performing in different academic areas. They often lack the language to reflect and communicate information in a clear and concise manner. Students can benefit from self-assessment tools, such as quizzes, charts, rating scales and checklists. These tools can help students analyze their own performance and reflect on their progress.

Self-assessments have the most impact on learning when teachers follow up on student reflections. Teachers can use this data to help individual students set goals, or to compare and discuss teacher observations. This kind of authentic student–teacher interaction during the assessment process encourages students to honestly and thoughtfully evaluate their own work and take ownership for their learning.

Assessing their thinking and learning provides students with valuable training in self-monitoring. Response journals, learning logs and partner talk are also ways for students to reflect on their learning in the CALM classroom.

Tools, such as response journals and learning logs, can become even more effective when accompanied by the use of probes or specific questions. In *Assessing Student Outcomes*, Marzano, Pickering and McTighe offer journal writing probes that help students reflect on their own learning.

- *Probe for reflecting on content*
  Describe the extent to which you understand the information discussed in class. What are you confident about? What are you confused about? What do you find particularly interesting and thought provoking?

- *Probe for reflecting on information processing*
  Describe how effective you were in gathering information for your project.

- *Probe for reflecting on communication*
  Describe how effective you were in communicating your conclusions to your discussion group.

- *Probe for reflecting on collaboration and cooperation*
  Describe how well you worked with your group throughout your project.

Students can assume more responsibility in the learning process by evaluating their own assignments or projects prior to teacher or peer evaluations. Students can also write their own progress report comments and summary-of-learning letters to teachers and parents. In addition, students can take responsibility by actively participating in goal-setting conferences.


©Alberta Learning, Alberta, Canada

By integrating self-reflection activities, time for goal setting, and peer evaluations into routine classroom activities, assessment shifts from the teacher as judge and evaluator, to the teacher as coach and facilitator.

## Observation

Observing students as they solve problems, model skills to others, think aloud during a sequence of activities, or interact with peers in a variety of learning situations, provides insight into student learning and growth. Teachers find out under what conditions success is most likely, what individual students do when they encounter difficulty, how interaction with others affects their learning and concentration, and what students need to learn next. Observations may be informal or structured, and incidental or scheduled over different periods of time in different learning contexts.

Use the following tips to gather assessment information through observation.

- Determine specific outcomes to observe and assess.
- Decide what to look for. Write down criteria or evidence that indicate students are demonstrating the outcome.
- Discuss criteria with students to ensure they are clear about what criteria look and sound like.
- Target your observation by selecting four to five students per class and one or two specific outcomes to observe.
- Develop a data gathering system, such as a clipboard for anecdotal notes, a checklist or rubric, or a video or audio recorder.
- Collect observations over a number of classes during a reporting period and look for patterns of performance.
- Date all observations.
- Share observations with students, both individually and in a group. Make observations specific and describe how this demonstrates or promotes thinking and learning. For example, "Eric, you contributed several ideas to your group's *Characteristics of effective learners* list. With your help, your group finished their task within the time limit."
- Use the information gathered from observation to enhance or modify future instruction.


©Alberta Learning, Alberta, Canada

## Checklists

To assess content-rich items, curriculum checklists are helpful. Attach a curriculum checklist to students' assignments to highlight outcomes students successfully demonstrate. Checklists outline criteria for specific performance tasks or identify specific behaviours related to a skill or skill area. Generally, checklists have only two points—*yes* and *not yet*. There is a template for developing this type of assessment tool in *Teacher Tool 8: Checklist*, page 131.

### Checklist

**CALM R.5:** Determine the varied implications and challenges of independent/interdependent living.

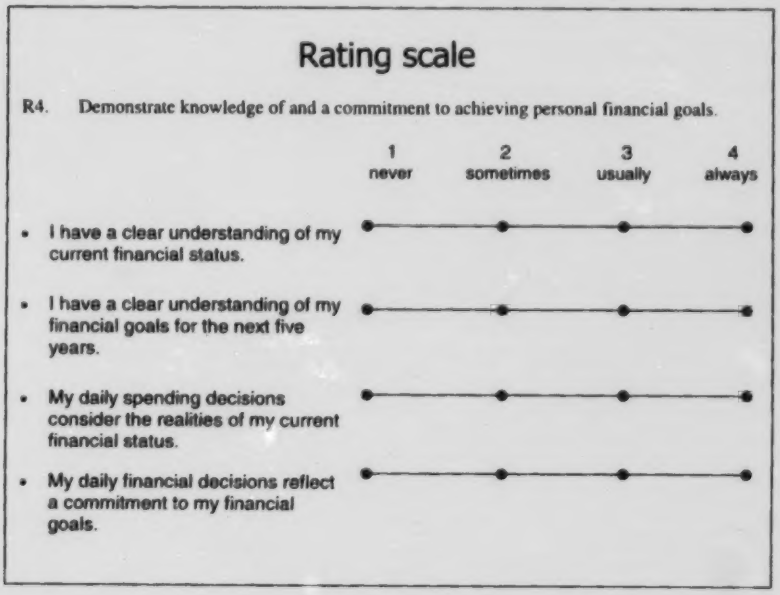
| Can you— | *Yes* | *Not yet* |
|---|---|---|
| • develop a personal budget? | ____ | ____ |
| • assess strategies for finding a place to live? | ____ | ____ |
| • describe strategies for finding a suitable roommate and living with a roommate? | ____ | ____ |
| • describe rights and responsibilities of a tenant? | ____ | ____ |
| • discuss obligations of living independently? | ____ | ____ |
| • discuss consequences of moving back home? | ____ | ____ |


©Alberta Learning, Alberta, Canada

## Rating scales

Teachers can use rating scales to record observations and students can use scales as self-assessment tools. Teaching students to use descriptive words, such as *always, usually, sometimes* and *never* helps them pinpoint specific strengths and needs. Rating scales also give students information for setting goals and improving performance. In a rating scale, the descriptive word is more important than the related number. The more precise and descriptive the words for each scale point, the more reliable the tool.

Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as *fair, good* or *excellent*, are less effective because the single adjective does not contain enough information on what criteria are indicated at each point on the scale. There is a template for developing this type of assessment tool in *Teacher Tool 9: Rating scale*, page 132.



Rating scale

R4. Demonstrate knowledge of and a commitment to achieving personal financial goals.

| | 1 never | 2 sometimes | 3 usually | 4 always |
|---|---|---|---|---|
| • I have a clear understanding of my current financial status. | | | | |
| • I have a clear understanding of my financial goals for the next five years. | | | | |
| • My daily spending decisions consider the realities of my current financial status. | | | | |
| • My daily financial decisions reflect a commitment to my financial goals. | | | | |

### Added value

Bump up the assessment value of checklists or rating scales by adding two or three additional steps that give students opportunities to identify skills they would like to improve or skills they feel are the most important.

For example:

- circle the skill you would most like to improve
- underline the skill that is the most challenging for you
- put a star beside the skill you think is the most important.


©Alberta Learning, Alberta, Canada

## Rubrics

A rubric is a chart of criteria, of "what counts," arranged according to a measure of quality. The criteria describe what a successfully completed piece of work looks like. In essence, it is a scoring guide. While rubrics can be simple in appearance, they can provide concise information for both students and teachers. For example, a rubric for evaluating self-management skills of a student could look like the following sample.

### P.5 Apply a variety of strategies for lifelong learning —apply study skills

| *Criteria* | *Excellent* | *Proficient* | *Adequate* | *Limited** |
|---|---|---|---|---|
| Using a study area | • plans for and makes effective use of time, anticipates future needs | • plans for and makes effective use of time | • generally makes effective use of time | • demonstrates limited understanding of connection between time and task completion |
| | • consistently uses a personal study area that can accommodate a range of learning tasks and activities | • consistently uses a study area that is personalized | • uses a regular study area | • makes little or no use of a personal study area |
| | • selects and effectively uses a variety of resources | • selects and uses basic resources | • uses basic resources provided | • requires coaching and encouragement to find available resources |

* *When work is judged limited or insufficient, teachers need to make decisions about appropriate intervention to help students improve.*

Depending on the contexts for which they are used, rubrics can be detailed and content-specific or holistic and generic. They are a user-friendly way for teachers and students to identify characteristics of student work. They are particularly helpful in assessing skill development, such as communication skills or participation in group work. The clear statements about what quality looks like allow two or more evaluators to view the performance in a similar way, increasing rating reliability.


©Alberta Learning, Alberta, Canada

Rubrics are useful to teachers and students because they make the criteria for assessment clear to all. To ensure clarity, rubrics need to be reviewed and discussed before students begin assignments. Students can see what it takes to be successful and have a greater understanding of the levels of achievement and quality of work expected.

The information in rubrics encourages students to be judges of their own work. The details for success are evident. Students become more responsible for their own success because they have the information needed to understand how to improve their work.

To develop rubrics, begin with descriptions of the desired end results. Work backwards to create categories. Creating rubrics is a process. Teachers can use student feedback and reflection on the effectiveness of rubric to make revisions. (See *Teacher Tool 10: Holistic rubric*, page 133 and *Teacher Tool 11: Content-specific rubric*, page 134 for templates for developing these two kinds of assessment tools.)

To evaluate a rubric, ask questions.

- Is it clear? Is the language easily understood by students who will use it?
- Does it have an even number of levels of performance? (Four levels work well and reduce the tendency to mark in the middle.)
- Is it consistent in the number of descriptors across the levels of quality?
- Is it based on curriculum outcomes at grade level?
- Does it ensure success for students?
- Does it provide challenge for students?

### Creating rubrics with students

Learning increases when students are actively involved in the assessment process. Students do better when they know the goal, see models and know how their performance compares to learner outcomes. When students assist in describing the criteria used to evaluate performance, learner outcomes become clearer to them.

Teachers can use brainstorming and discussion to help students analyze what *acceptable*, *proficient* and *excellent* look like. Use student-friendly language and encourage students to identify descriptors that are meaningful to them. For example, CALM students might describe levels of quality with phrases, such as the following.

- Aced it!
- Going beyond.
- Meets the mark.
- Needs more work.

Use work samples to help students practise and analyze specific criteria for developing a critical elements list. Students can also use these samples to assign performance levels and compare criteria from level to level.


©Alberta Learning, Alberta, Canada

Continual self-reflection throughout the performance assessment process enables students to define learning, assess progress, identify areas of difficulty and reassess goals. Discuss with students how they can use information from completed assessment tasks to reflect on their learning and set new goals. One way they can begin to do this is to complete sentence stems, such as the following.

- This piece of work demonstrates that I can ...
- I can improve my work by ...
- After reviewing this assessment, I would like to set a new goal to ...
- I would like to do this because ...

## Developing scoring criteria

When developing rubrics, each level of quality needs to be clearly and specifically described. A number of descriptors can be used, including numbered levels, letter grades or percentages, and words and phrases. The following example offers a four-level description of quality.[34]

- Level 4 is the *Standard of excellence* level (or A, 80–100%). Descriptions should indicate that all aspects of work exceed grade level expectations and show exemplary performance or understanding. This is a "Wow!"
- Level 3 is the *Approaching standard of excellence* or *Proficient* level (or B, 65–79%). Descriptions should indicate some aspects of work that exceed grade level expectations and demonstrate solid performance or understanding. This is a "Yes!"
- Level 2 is the *Meets grade level expectations* or *Adequate* level (or C, 50–64%). This level should indicate minimal competencies acceptable to meet grade level expectations. Performance and understanding are emerging or developing but there are some errors and mastery is not thorough. This is a "On the right track, but ...".
- Level 1 *Does not meet grade level standards*. This level is below grade level expectations and indicates that the student has serious errors, omissions or misconceptions. This is a "No, but ...". Teachers need to make decisions about appropriate intervention to help students improve.


©Alberta Learning, Alberta, Canada

## Criteria for evaluating assessment tasks

Use the following chart to reflect on current assessment strategies, consider new tools for possible use and develop new tools.[35]

Assessment task: _____

| Think about the following questions. To what extent does the task or strategy address each item? | | not at all | partially | fully |
|---|---|---|---|---|
| 1. | Does it focus on high-priority specific outcomes? | | | |
| 2. | Does it establish a meaningful context based on issues or themes that are authentic? | | | |
| 3. | Does it require a range of thinking skills? | | | |
| 4. | Does it contain activities that are sufficiently challenging? | | | |
| 5. | Does it accommodate students of varying ability levels so they can successfully complete tasks? | | | |
| 6. | Does it elicit responses that reveal levels of performance (rather than only revealing correct or incorrect answers)? | | | |
| 7. | Does it allow for ease of implementation in the classroom? | | | |
| 8. | Does it establish clear criteria for assessing student learning related to specific learner outcomes? | | | |
| 9. | Does it provide students with criteria and opportunities to reflect on, self-evaluate and improve their performance? | | | |
| 10. | Does it provide opportunity for student revision based on feedback? | | | |
| 11. | Does it allow for a variety of products or performances? | | | |
| 12. | Does it require a demonstration/application of learning outcomes in more than one way? | | | |
| 13. | Does it provide clear directions for students? | | | |
| 14. | Does it engage students so their interest and enthusiasm will be sustained? | | | |
| 15. | Does it merit the time and energy required to complete it? | | | |


©Alberta Learning, Alberta, Canada

## Reflecting on assessment strategies

Assessment of student learning and growth needs to be ongoing so that teachers and students understand where they are in the instructional and learning cycle. Teachers need to periodically review and reflect upon the assessment strategies being used by asking questions, such as the following.

- Are they still effective?
- Do they measure what I am trying to measure?
- Are there better or different ways to assess students at this point?
- Should I assess different students in different ways?

# Calculating achievement marks

In *The Mindful School: How to Grade for Learning*, Ken O'Connor makes the following suggestions on how to produce meaningful achievement marks in any subject area.

- Begin marking plans with specific outcomes and then develop appropriate assessment strategies for each.
- Base the mark on individual achievement data, not on group projects.
- Use the most recent results rather than early results or first attempts. Students need opportunities to learn and practise new skills before they are evaluated.
- Use summative evaluation in the achievement mark. Formative assessment should be used and reported in other ways.
- Relate grades directly to learning goals. Although skills and activities beyond the curriculum may be part of class learning, only specific curriculum learner outcomes should be reflected in the achievement mark.
- Use quality assessment strategies or tools that are based on criterion-referenced standards that have been thoroughly discussed with and understood by students.
- If necessary, do careful number crunching. O'Connor suggests using medians rather than averages, considering carefully how scores and learning goals should be weighted and looking for ways to include rubrics in the achievement mark. He also cautions against overweighting single assignments, especially by awarding zeros for incomplete assignments.

## What to consider including in achievement marks[36]

There are a number of researchers who suggest that participation and effort should not be factored into achievement marks.

Marks need to directly reflect mastery of specific learner outcomes, which may or may not include elements related to effort, participation or attitude. Although hard work (*effort*), frequent responses to teacher questions and intense involvement in class activities (*participation*), and a positive, encouraging, friendly and happy demeanour (*attitude*), are all highly valued attributes, they may not be appropriate to include directly in achievement marks because they are difficult to define and even more difficult to measure.


©Alberta Learning, Alberta, Canada

*Although it is difficult, if not impossible,* to reliably quantify these behaviours and skills, they can be observed and described. O'Connor suggests that they should be reported separately through comments on progress reports, checklists, rubrics and self-reflection in portfolios, and through informal discussions and formal conferences.

Definitions of effort vary greatly from teacher to teacher and so are an unreliable source of data for an objective achievement mark. As well, participation is often a personality issue—some students are naturally more assertive while others are naturally quiet. This is often related to gender and/or ethnicity, and teachers run the risk of biases if they include effort and participation in grades. Another problem is that factoring effort into the achievement mark may send the wrong message to students. In real life, just trying hard to do a good job is virtually never enough. If people don't deliver relevant, practical results, they will not be deemed successful, regardless of how hard they try.

To a considerable extent, personal and social characteristics, including a positive attitude, do contribute to achievement, but including a mark for attitude as part of a mark for a product may blur the assessment of the product, and affect the validity and meaning of the achievement mark. Also, including a mark for effort or any of these characteristics can mean a double benefit for successful students and double jeopardy for less successful students.

## Celebrate achievement

One vital element of the process of achievement is the acknowledgement and celebration of students' efforts and successes. Continuous assessment and evaluation are a regular part of the school life of students but sometimes the results are not acknowledged or celebrated, even by the students themselves.

Students often do not give themselves time to reflect on their successes and accomplishments. Teachers need to discuss strategies students can use to identify, celebrate and learn from their own successes. Journal writing, partner sharing and class discussions are examples of ways to do this.

Acknowledging or celebrating achievements can occur at many points in the learning process. One obvious time is at the end of a unit or course. There are also many day-to-day opportunities for quick but meaningful acknowledgement.

Celebrations can be public and part of a group activity or private with one-to-one conferencing and discussion.

## Communicate student learning

Communicating information about assessment and evaluation is a necessary step in the instructional process. The purpose of assessment—gathering information so that wise decisions about further teaching and learning can be made—requires that information be communicated to others.


©Alberta Learning, Alberta, Canada

Effective communication informs students, parents and others about what has been accomplished and what the next steps are in the learning process. The communication process is a team effort. However, the greater the role students are given in this process, the richer the information that is shared and the greater the impact on future student learning.[37]

Students need feedback on how they are learning and performing. If it is to be beneficial, feedback must extend beyond scores or marks, providing useful information about the meaning of these results and suggestions for ways to improve, grow or extend learning. Communication needs to be continuous. Comments and observations shared with students in class are effective ways for teachers to communicate information about student learning.

Parents also need ongoing communication. The CALM program explores many important life choices and decisions, and parental awareness and input can be valuable for both students and schools. Students can also benefit from formalized opportunities to communicate with parents in a school setting.

Useful strategies for communicating student learning include:

- telephone calls
- e-mail messages
- class and school newsletters
- notes from teachers—this way of communicating can invite parental response and involvement
- videos of student and/or group activities – presentations can be documented for parent viewing and tapes can be circulated from one home to another
- special events, such as presentations, displays, classroom visits
- progress reports
- portfolios
- learning conferences—these can be student-led with parents and teachers participating.

## Progress reports

Progress reports provide parents with information about their children's learning and growth in school, and are the primary source of formal communication with parents and students.

Quality progress reports:

- reflect what students know and can do relative to provincial learner outcomes
- represent, through a number, letter or comment, how well the student has demonstrated learning, based on prescribed outcomes
- use clearly defined criteria when assessing effort, attitude, behaviour, participation and attendance
- communicate performance in relation to course expectations.


©Alberta Learning, Alberta, Canada

When developing comments, consider how to:

- identify curriculum outcomes addressed in that reporting period
- reflect student efforts and responsibilities
- identify units of study, and if necessary, provide information about the context in which learning took place
- identify student achievement based on specific outcomes and criteria
- identify plans for continued learning and suggest actions that can be taken by partners in learning—students, parents and teachers.

Quality comments are clearly understood by students and parents. Quality comments *encourage* rather than *discourage* learners. They reflect school beliefs and practice, and promote the principle that all students can learn and be successful.

## Learning conferences

Learning conferences improve communication among students, parents and teachers. Conferencing provides insight into teacher evaluations, student progress and the grade level achieved. Conferencing also gives parents an opportunity to share their perspectives on their children's performances, needs, interests and concerns. Conferences need to be planned and organized so there are no surprises for any of the participants. The most effective conferences actively involve students.

Effective conferences:[38]

- include students as active participants
- use student products to demonstrate achievement and growth
- focus clearly on individual student learning and include specific strategies for improvement
- expand upon the information provided in report cards
- engage all participants in discussing achievement and setting goals
- include discussion of the successes and difficulties students are experiencing
- provide opportunities for open and relevant sharing of information among participants
- establish an atmosphere in which everyone feels welcome to participate
- provide information about curriculum
- include action plans that are supportive of student learning
- end on a positive note.


©Alberta Learning, Alberta, Canada

# Planning checklist: Hosting a guest speaker

Topic: _____

Presenter: _____

Presentation date(s): _____

Agency: _____

Telephone: _____ Fax: _____ E-mail: _____

Mailing address: _____

_____

**INFORMING** Administration

_____ obtain permission to host presenter

_____ notify general office of presentation

_____ obtain parking pass

**PLANNING** with the presenter

_____ discuss focus, goals and content of presentation

_____ discuss parameters of presentation

_____ discuss strategies for interacting with students

_____ discuss length of presentation

_____ discuss information for introducing guest

_____ directions to school and classroom ☐ map sent ☐ parking instructions/pass sent

**PREPARING** students

_____ discuss upcoming presentation

_____ brainstorm questions

_____ review behavioural expectations

_____ student to introduce presenter _____

_____ student to thank presenter _____

_____ name tags for students

_____ name tag for presenter

_____ gather materials and equipment _____

**FOLLOW-UP**

_____ thank-you letter to be written by _____

_____ article for newsletter to be written by _____


©Alberta Learning, Alberta, Canada

# Guest speaker checklist

Date: _____ Time: _____ Topic: _____

School: _____

Address: _____

Telephone: _____ Fax: _____ E-mail: _____

Teacher contact: _____ Subject area: _____

Number of students: _____ Room number: _____ Length of presentation: _____

Equipment requested: _____

Materials to bring: _____

**Discuss with teacher:**

- What are the goals of this presentation?
- What do students already know?
- What sensitive areas do I need to be aware of?
- How will students use this information?
- How do these students best learn?
- What class management strategies do I need to be aware of?

☐ Confirm directions to school and classroom, and parking instructions.

**As you prepare your presentation, consider including information about:**

- why you choose to be involved with your organization or profession
- your personal experiences with a particular health issue
- your volunteer experiences, and career experiences
- how community organizations encourage people to make healthy choices.

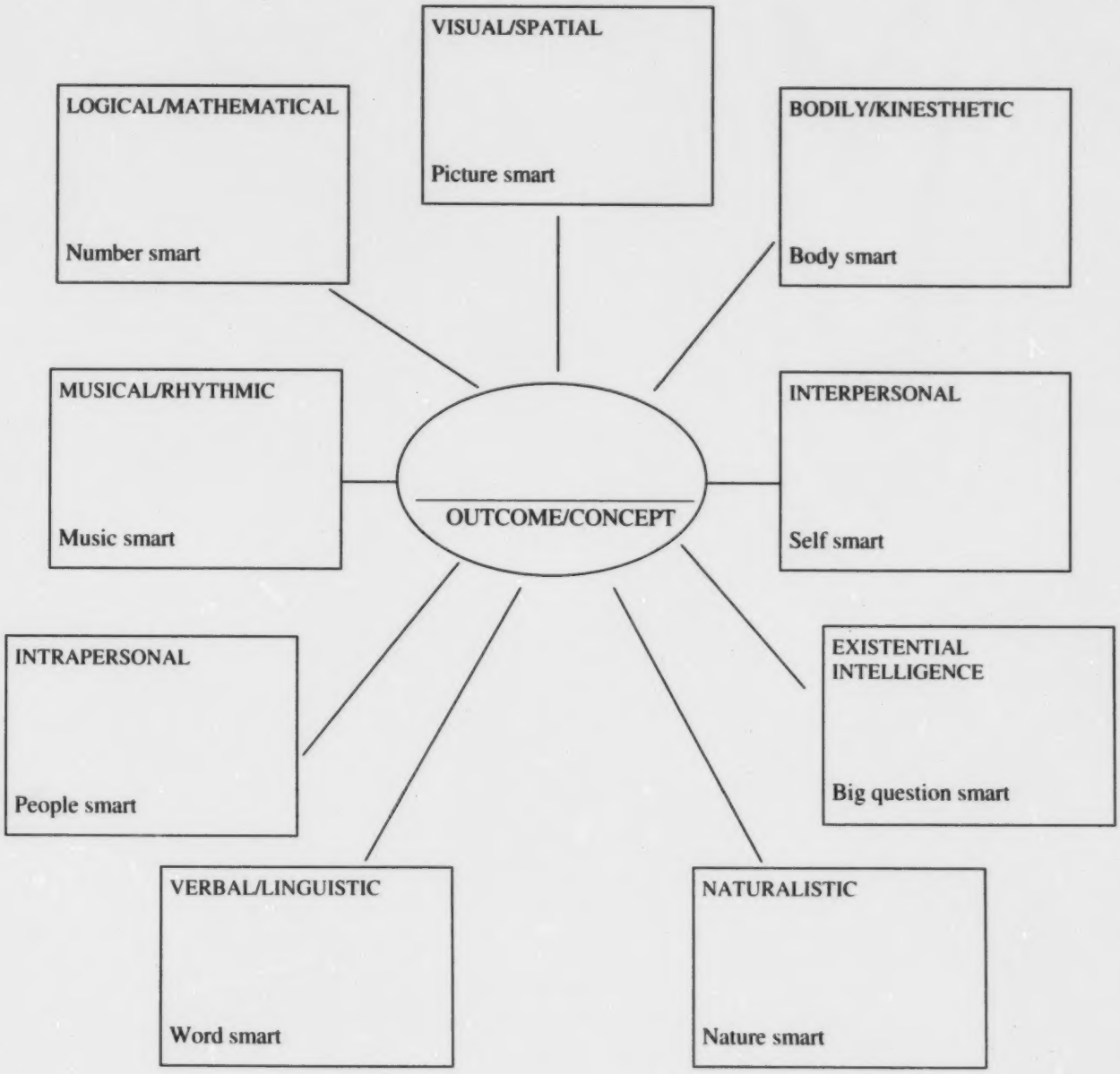
**Tips for interacting with students**

- Think of ways to personalize information—how does your topic relate to students' lives?
- Ask questions to find out what students know and believe about your topic.
- Use visual aids to help students focus on and understand information.
- Use vocabulary and concepts that are age-appropriate.
- Vary the pace of the presentation and the ways in which you present information.
- Maintain eye contact while talking; move around the classroom.




©Alberta Learning, Alberta, Canada

# Multiple intelligences planner





©Alberta Learning, Alberta, Canada

# Instructional strategies tracker

Unit _____ Date _____

| | | | | |
|---|---|---|---|---|
| Case scenarios | Current events | Debate | Drama | Field trip |
| Games | Guest lecture | Imagery | Internet search | Investigative interviewing |
| Lecture | Literature connection | Mapping | Music | Other technology |
| Panel discussion | Poetry | Problem solving | Role-playing | Small group work |
| Student presentations | Videos | | | |




©Alberta Learning, Alberta, Canada

# Term plan A

Term plan for _____

| Dates: | September | October | November | December | January |
|---|---|---|---|---|---|
| General outcomes | | | | | |
| Specific outcomes | | | | | |
| Learning activities | | | | | |
| Assessment activities | | | | | |
| Resources | | | | | |


©Alberta Learning, Alberta, Canada

# Term plan B

Term plan for _____

| Dates: | February | March | April | May | June |
|---|---|---|---|---|---|
| **General outcomes** | | | | | |
| **Specific outcomes** | | | | | |
| **Learning activities** | | | | | |
| **Assessment activities** | | | | | |
| **Resources** | | | | | |




©Alberta Learning, Alberta, Canada

# CALM Unit plan

| Title | Timeline |
|---|---|
| General outcomes | |
| Activating strategies<br>(Students find out what they already know.) | Acquiring and applying strategies<br>(Content is presented and students process new information.) |
| Specific learning outcomes | |
| Assessment | Extending and committing strategies<br>(Students extend their learning and commit to healthy behaviours.) |
| Resources | |
| Home, school and community connections | Other curriculum links |


©Alberta Learning, Alberta, Canada

# CALM Lesson plan

General outcome: _____ Specific outcome: _____

Time frame: _____ Date: _____

| Activating learning activities | Content/background information |
|---|---|
| | |
| **Application learning activities** | **Home/School/Community connections** |
| | |
| **Extension learning activities** | **Assessment strategies** |
| | |
| **Resources** | **Comments** |
| | |




©Alberta Learning, Alberta, Canada

Student name: _____

Date: _____

# Checklist

Course _____

Specific outcome: _____

Title: _____

_____ can:

| | Yes | Not yet |
|---|---|---|
| • _____ | ☐ | ☐ |
| • _____ | ☐ | ☐ |
| • _____ | ☐ | ☐ |
| • _____ | ☐ | ☐ |
| • _____ | ☐ | ☐ |
| • _____ | ☐ | ☐ |
| • _____ | ☐ | ☐ |
| • _____ | ☐ | ☐ |
| • _____ | ☐ | ☐ |
| • _____ | ☐ | ☐ |


©Alberta Learning, Alberta, Canada

Student name: _____

Date: _____

# Rating scale

Course _____

Specific outcome _____

Title _____

| | 1<br>never | 2<br>sometimes | 3<br>usually | 4<br>always |
|---|---|---|---|---|
| • _____ | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |


©Alberta Learning, Alberta, Canada

Student name: _____

Date: _____

# Holistic rubric

Title _____

| | |
|---|---|
| 4<br>Excellent | |
| 3<br>Proficient | |
| 2<br>Acceptable | |
| 1<br>Limited | |
| Insufficient | |


©Alberta Learning, Alberta, Canada

Student name: _____

Date: _____

# Content-specific rubric

Title _____

Course _____

Specific outcome: _____

| 4<br>Excellent | 3<br>Proficient | 2<br>Acceptable | 1<br>Limited |
|---|---|---|---|
| | | | |




©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# How much do you know?

| How much do you know about... | I know a lot | I know some | I know a little | Nothing yet |
|---|---|---|---|---|
| • different ways to be physically active every day | | | | |
| • effects of lack of sleep and rest | | | | |
| • choosing nutritious foods for snacks and eating out | | | | |
| • judging the truth in advertising | | | | |
| • characteristics of physical and emotional maturity | | | | |
| • effects of alcohol and drugs on safety and health | | | | |
| • dealing with pressure from friends, peers, co-workers | | | | |
| • protecting yourself from harassment and abuse | | | | |
| • how and where to get help when you need it | | | | |
| • judging what is a safety risk | | | | |
| • laws that protect you and your community | | | | |
| • laws that protect your safety at work or volunteer sites | | | | |
| • where to get accurate health and safety information | | | | |
| • using the Internet safely and judging information | | | | |
| • finding a role model or mentor | | | | |
| • choosing and carrying out the solution to a problem | | | | |
| • the responsibilities of parenthood | | | | |
| • what is a healthy dating situation | | | | |
| • handling feeling down or sad | | | | |
| • dealing with anger in positive, healthy ways | | | | |
| • what to do in a crisis | | | | |
| • ending a negative or unhealthy relationship | | | | |
| • working on a team or in a group | | | | |
| • becoming a leader | | | | |
| • ways to avoid procrastination | | | | |
| • seeking out opportunities to learn after high school | | | | |
| • handling personal freedom | | | | |
| • setting goals and making action plans | | | | |
| • identifying skills you have and developing new ones | | | | |
| • maintaining a positive attitude | | | | |
| • building a career portfolio | | | | |
| • relationship between volunteerism and careers? | | | | |


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# What matters to me

Who's your hero?

Why? _____

Three
role models in your life

① _____

② _____

③ _____

Three favourite movies

_____

_____

_____

Three favourite books

_____

_____

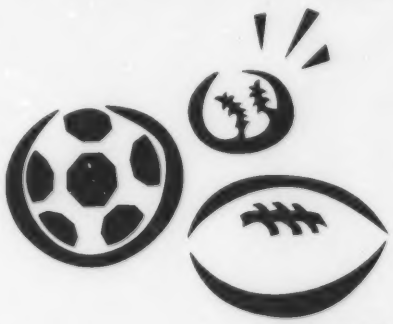
_____

Three favourite leisure and fun activities

_____

_____

_____



**continued**


©Alberta Learning, Alberta, Canada

## What matters to me (cont'd)

What is the most important social or health issue in your **school**? Why is it important?

_____

_____

What is the most important social or health issue in your **community**? Why is it important?

_____

_____

List four health issues or topics that you want to learn more about in CALM.

1. _____
2. _____
3. _____
4. _____

## Where do you get your information about...

### Health issues

- ❑ friends
- ❑ parents
- ❑ other family members
- ❑ Internet
- ❑ television
- ❑ books
- ❑ magazines
- ❑ community agencies
- ❑ family doctor
- ❑ school counsellor

### Relationships

- ❑ friends
- ❑ parents
- ❑ other family members
- ❑ Internet
- ❑ television
- ❑ books
- ❑ magazines
- ❑ community agencies
- ❑ school counsellor
- ❑ other _____

### Careers

- ❑ friends
- ❑ parents
- ❑ other family members
- ❑ teachers
- ❑ Internet
- ❑ television
- ❑ employers
- ❑ magazines
- ❑ other _____

### Money issues

- ❑ friends
- ❑ parents
- ❑ other family members
- ❑ bank
- ❑ Internet
- ❑ television
- ❑ books
- ❑ magazines
- ❑ other _____


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# Choices for learning

Topic _____

| | | |
|---|---|---|
| **Collect and display** facts or ideas that are important to you. | **Teach** a lesson about your topic to our class. Include at least one visual aid. | **Compare** two things from your study. Look for ways they are alike and ways they are different. |
| **Videotape** or make an audiotape of a public service message about your topic. | **Graph** some part of your study to show how many or how few. | **Demonstrate** something to show what you have learned. |
| **Survey** others to learn their opinions and feelings about some fact, idea or feature of your study. | **Dramatize** something to show what you have learned. | **Forecast** how your topic will change in the next 10 years. |

I choose activities _____

Do you have ideas for alternative activities you'd like to do instead? If so, discuss with your teacher.

Student's signature _____ Date _____

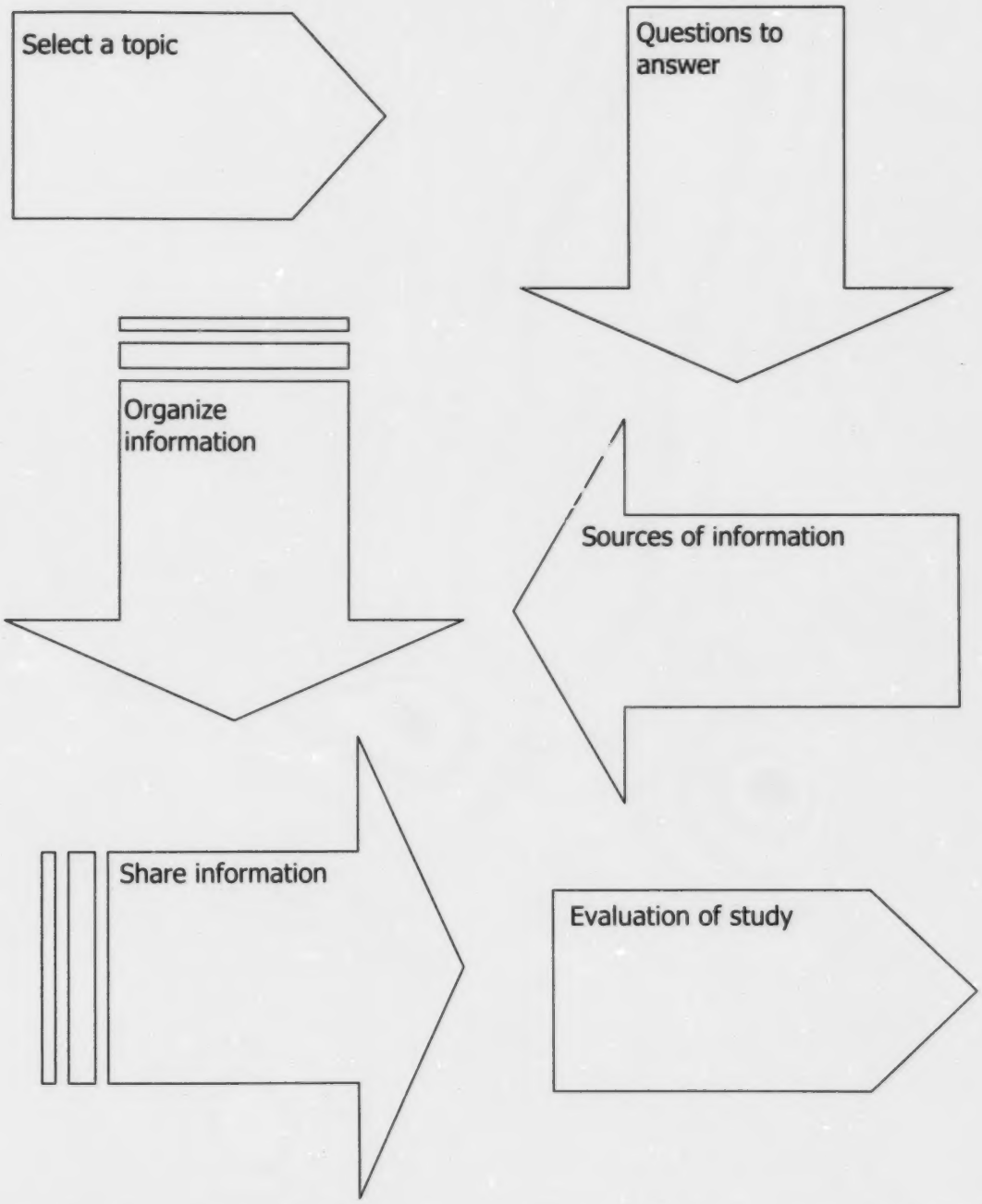
Adapted from Susan Winebrenner, *Teaching Gifted Kids in the Regular Classroom* (Minneapolis, MN: Free Spirit Publishing Inc., 1992), p. 64. Adapted with permission of Susan Winebrenner, author of *Teaching Gifted Kids in the Regular Classroom*, First Edition.


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# Independent study and research





©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# Learning log

Name _____ Topic _____ Date _____

Key ideas: _____

_____

_____

Connections: _____

_____

_____

Questions: _____

_____

_____

# Learning log

Name _____ Topic _____ Date _____

Key ideas: _____

_____

_____

Connections: _____

_____

_____

Questions: _____

_____

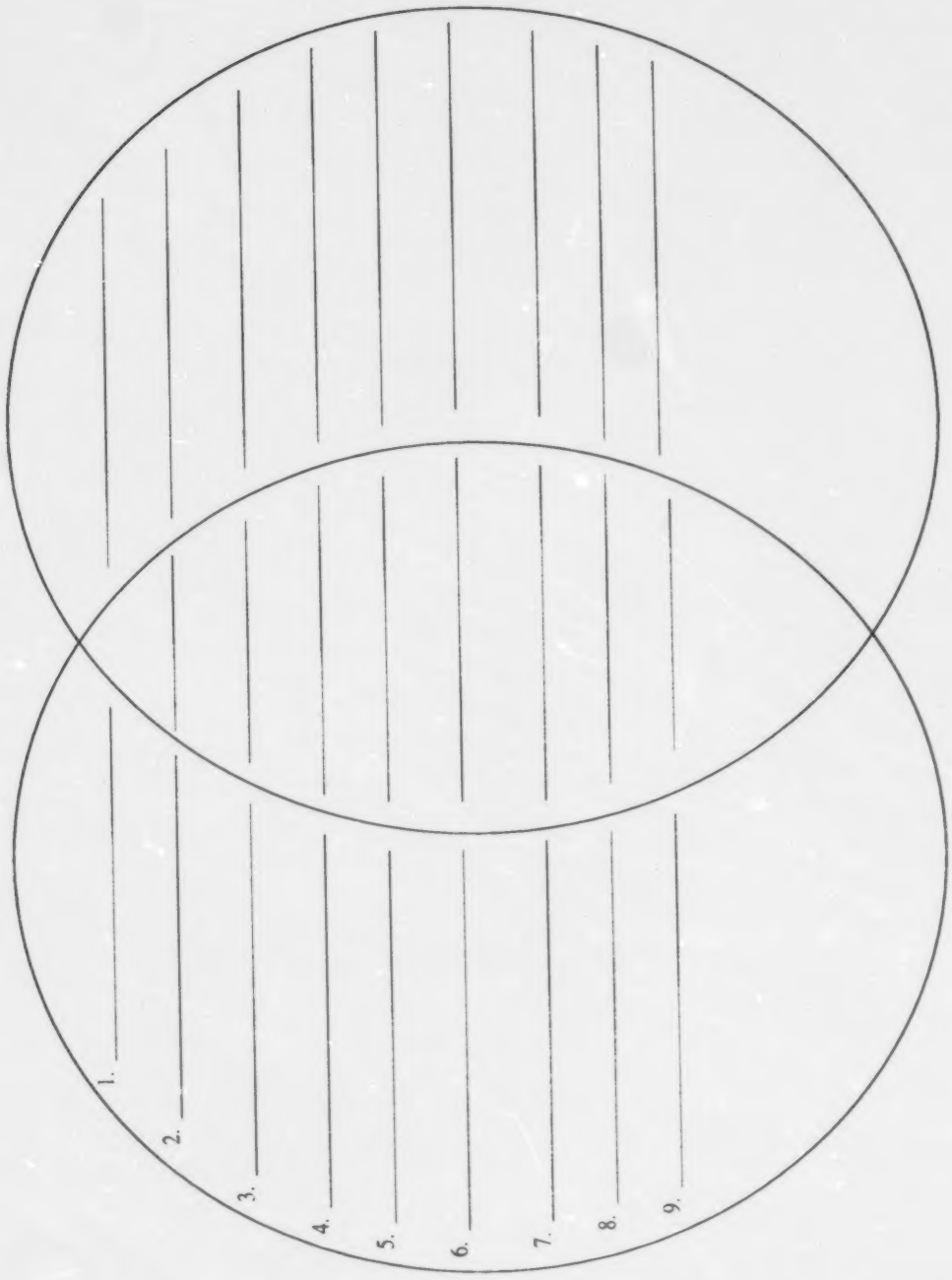
_____


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# Venn dyad



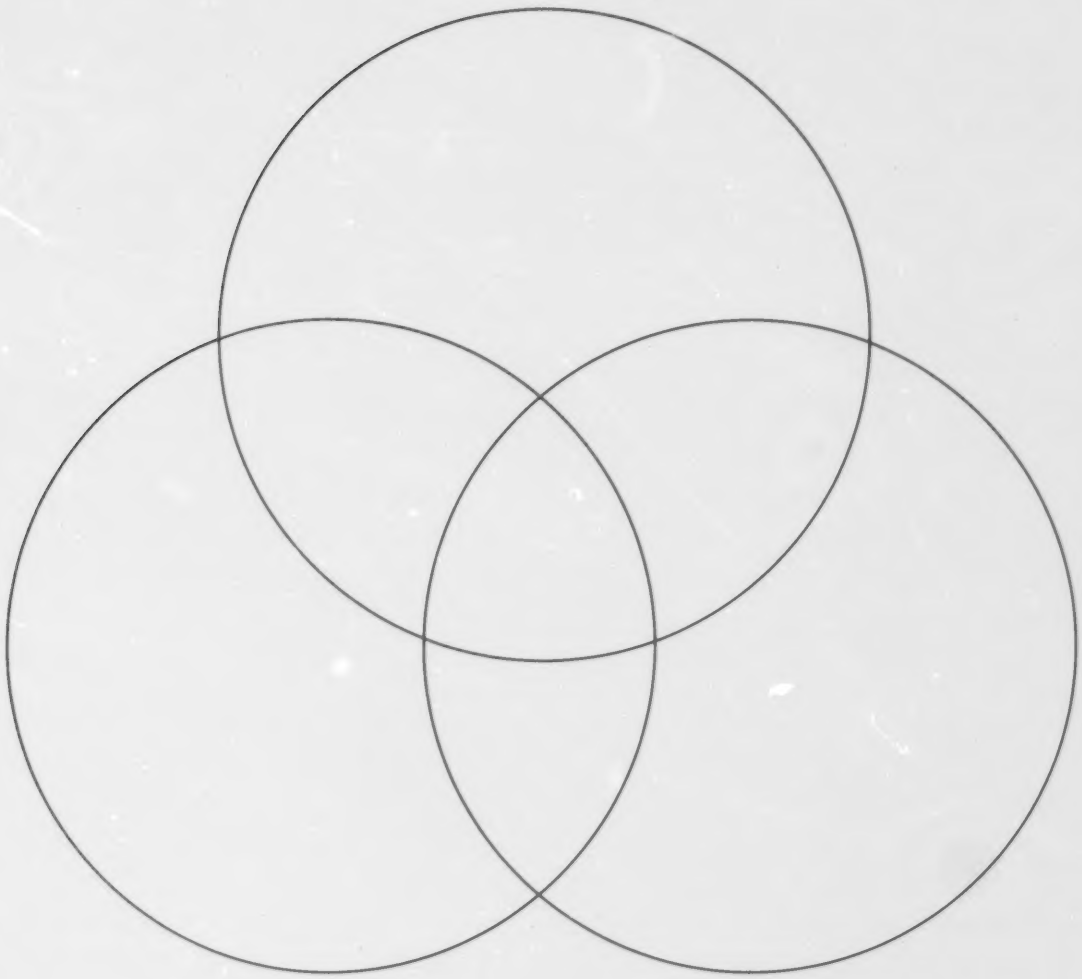


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# Venn triad




©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# P–M–I Decision-making chart

Question _____

## Choice 1

_____

_____

| Plus | Minus |
| --- | --- |
| | |
| **Interesting** (Give reasons why) | |

## Choice 2

_____

_____

| Plus | Minus |
| --- | --- |
| | |
| **Interesting** (Give reasons why) | |

## My decision

_____

_____

_____

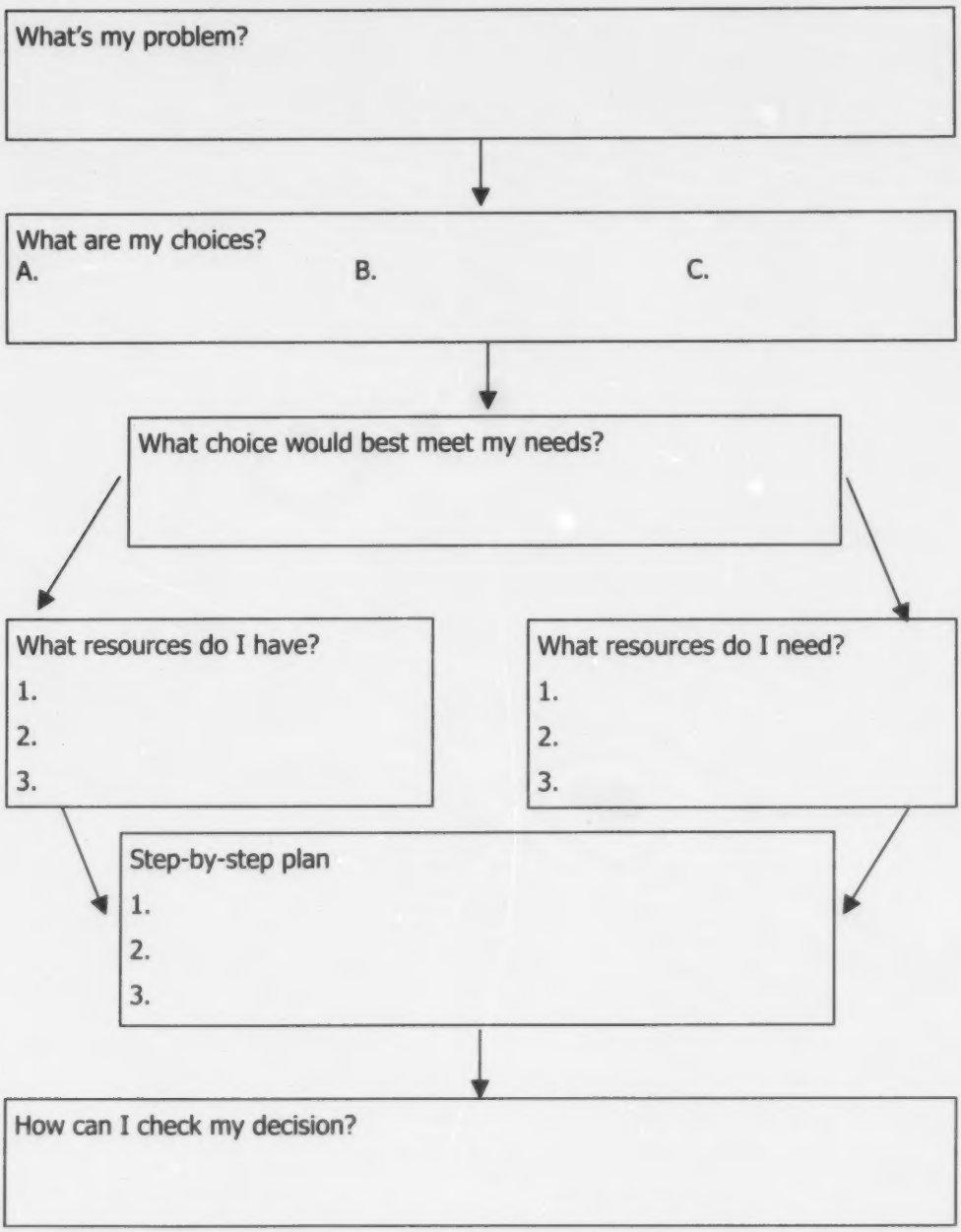
_____


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# What I have, What I need




Used with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 232.




©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# Choosing a service project

Identified need: _____

1. List reasons why this is an important need for the class to address.

2. What is one short-term project the class could do to address this need?

3. What is needed for this project? (Think about expenses, materials, adult help, transportation.)

4. What challenges or barriers might keep this project from being successful?

5. What are two long-term projects the class might carry out to address this need?

Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH: Lions-Quest/Lions Clubs International, 1985, 1988, 1992), p. 65. *Skills for Adolescence* is a program sponsored by Lions Clubs International.


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# Making it happen

1. The need we will address: _____

2. A brief description of our project: _____

3. Our project goals: _____

4. Our committee: _____

| Jobs to be done | Who will do them? | Timelines |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH: Lions-Quest/Lions Clubs International, 1985, 1988, 1992), p. 66. *Skills for Adolescence* is a program sponsored by Lions Clubs International.


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# Reviewing the service learning project

Answer the following questions.

1. What skills did we use to carry out this project?

2. What was accomplished through this project?

3. What can we do to improve our next project?

Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH: Lions-Quest/Lions Clubs International, 1985, 1988, 1992), p. 67. *Skills for Adolescence* is a program sponsored by Lions Clubs International.


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# What is controversy?

Define controversy.

_____

_____

_____

_____

Describe three ***causes*** of controversy.

1. _____
2. _____
3. _____

Describe three possible ***benefits*** which can result from controversy.

1. _____
2. _____
3. _____

Describe three ***dangers*** which can result from controversy.

1. _____
2. _____
3. _____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 15.


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# What ... me biased?

1. What is bias? _____

_____

2. What causes people to become biased? _____

_____

Think about this issue and answer the questions.

3. The community where you live has decided not to allow skateboarding or rollerblading on public sidewalks.

   a. How do you feel about this decision? _____

   _____

   b. Do you skateboard and/or rollerblade? _____

   c. Who do you think will ***agree*** with the community's decision and why? _____

   _____

   _____

   d. In what ways might these people be biased? _____

   _____

   _____

   e. Who do you think will ***disagree*** with the decision and why? _____

   _____

   _____

   f. In what ways might these people be biased? _____

   _____

   _____

   g. Can you identify any of your own biases in relation to this issue? _____

   _____

   _____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 17.


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# Research record

Issue/Topic: _____

Source: _____

_____

Important information: _____

_____

_____

_____

_____

_____

_____

_____

Biased? (Circle your answer.) YES NO

If yes, in which way(s)? _____

_____

_____

My thoughts:
How does this information relate to the issue? (Use the back of this sheet if you need to.)

_____

_____

_____

_____

_____

_____

_____

_____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 51.


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

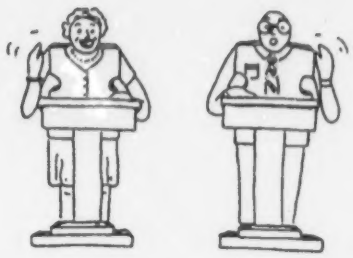
# Talking the talk—Guest speaker report

Issue: _____

Name of speaker: _____

Occupation: _____

Source of information: (Check one or both)
Primary _____ Secondary _____



Notes:

Space for drawing/illustrations:

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 53.


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# Biased

In your opinion, is this speaker influenced by personal bias?

_____

Is the information based more on the speaker's opinion about the issue, or on facts?

_____

_____

How do you know?

_____

_____

_____

_____

_____

How has this information affected your opinion?

_____

_____

_____

_____

_____

_____

What is your position on this issue now and why?

_____

_____

_____

_____

_____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 54.


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# Making a decision

Issue: _____

Option: _____

| | PROS + | CONS – |
|---|---|---|
| FACTS: | | |
| FEELINGS: | | |
| MY NEW IDEAS: | | |
| MY DECISION ON THIS OPTION: | | |
| MY REASONS FOR MY DECISION: | | |

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# Position paper—Here's what I think

Title: _____

After examining the different sides of this issue, I have decided that the best option at this time is:

_____

_____

_____

I consider my option to be the best choice because:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 64.


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# Planning to take action

What do you hope to achieve? _____

_____

What is your plan of action? _____

_____

_____

Can you stop or change your proposed action once it is started? _____

_____

_____

Examples of actions

- attend meetings
- begin or sign a petition
- conduct a public awareness campaign
- create displays, posters, brochures, media-related materials
- have discussions with parents, students, teachers, others
- boycott goods or services
- join or form groups
- learn more about issues, who makes decisions and how
- make a presentation
- make phone calls
- write a report
- write letters to: editors, politicians, decision makers, other influential people.

Brainstorm additional examples of actions:

_____

_____

_____

_____

_____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 70.


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# Let's do it—Defining your actions

Issue: _____

My position: _____

_____

| Action planning table | | | | | |
|---|---|---|---|---|---|
| Action | Type of action | Resources to be used | Group or individual | Date for action | Anticipated results of action |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

My chosen action: _____

_____

_____

_____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 71.


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# Did I make a difference? Evaluating your actions

Issue: _____

| What did I (we) do? | What were the results? |
|---|---|
| | |
| What could we do now? | |
| What are the most important things I learned from this unit? | |
| How could I use the new information and skills from this unit in the future? | |

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 74–75.


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

Student name _____

## Portfolio tag

Title of sample _____

I chose this sample because _____

_____

_____

Date _____

DRAFT ❑ FINAL COPY ❑

Date sample added to portfolio _____

Student name _____

## Portfolio tag

Title of sample _____

I chose this sample because _____

_____

_____

Date _____

DRAFT ❑ FINAL COPY ❑

Date sample added to portfolio _____


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# What works for me inventory

## A. How I look after myself

- How much sleep do I need? _____
- What kinds of food make me feel the most alert? _____
- What snacks are good energy sources? _____
- What times of day do I need to eat? _____
- What time of day do I have the most energy? _____
- What time of day do I have the least energy? _____
- What type of exercise makes me feel energized? _____
- What kinds of activities help me relax? _____

## B. Tools that help me learn

- What writing tool works best for me (type of pen, pencil, colour of ink)? _____
- What kind of paper helps me keep organized (wide-ruled, unlined, wide margins, pre-punched)? _____
- What colour paper do I find the easiest to read? _____
- What binder system works for me? _____
- What other supplies help me keep organized; e.g., white-out, post-it notes, ruler? _____

  _____
- What calculator works best for me; e.g., size, features? _____
- What spellchecker works best for me? _____
- What is my favourite dictionary? _____
- What other reference books help me learn? _____
- What computer programs are helpful to my learning? _____

## C. In the classroom

- What seat in the classroom works best for me? _____
- What do I read best from?
  ❍ chalkboard ❍ overhead ❍ projector ❍ chart paper ❍ my own copy
- Does the colour of ink or chalk make a difference? _____
- Does the type of print; e.g., printed, handwritten or typed, make a difference? _____
- Do the size and spacing of print make a difference? _____

**continued**


©Alberta Learning, Alberta, Canada

## What works for me inventory (cont'd)

**D. The directions that work best for me** (rank in order from 1–12):

_____ teacher explains aloud
_____ teacher writes directions on the board
_____ teacher does example on the board
_____ teacher asks another student to demonstrate
_____ teacher asks all students to try a sample at their desks
_____ I read the directions while the teacher reads them
_____ I read the directions on my own
_____ teacher shows me at my desk
_____ another student explains a second time and answers my questions
_____ I watch what another student does
_____ I try it on my own and then check with the teacher
_____ I try it on my own and then compare with another student

**E. Tricks I use to keep myself organized:**

_____
_____
_____
_____
_____
_____

**F. Tricks I use to keep focused and on task in class:**

_____
_____

**G. Special things that teachers can do to help me learn:**

_____
_____
_____
_____

From Alberta Learning, *Make School Work for You: A Resource for Junior and Senior High Students Who Want to be More Successful Learners* (Edmonton, AB: Alberta Learning, 2001), pp. 85–86.


©Alberta Learning, Alberta, Canada

Name: _____

Date: _____

# Goal-setting organizer

**Is your goal**
- ☐ Specific
- ☐ Measurable
- ☐ Achievable
- ☐ Realistic
- ☐ Time-based?

**Goal** — My goal is to ...

**Rationale** — I chose this goal because ...

**Action plan** — To reach this goal I will ...

**Measurement** — How will I know if I am successful?

**Evaluation** — What would I do differently in the future?

From Alberta Learning, *Make School Work for You: A Resource for Junior and Senior High Students Who Want to be More Successful Learners* (Edmonton, AB: Alberta Learning, 2001), p. 87.


©Alberta Learning, Alberta, Canada

©Alberta Learning, Alberta, Canada

# Sample portfolio content pages

## Table of contents

Introduction – This is me ①

Academic and Information Communication Technology (ICT) skills ②

Personal management skills ③

Teamwork skills ④

Adapted from Alberta Education, *Creating a Career Skills Portfolio: Showcasing Students' Strengths and Abilities* (Edmonton, AB: Alberta Education, 1997), tab 1.


©Alberta Learning, Alberta, Canada

## This is me ①

This section includes artifacts that represent who you are, what you value and your plans for the future. The following checklist is a sample of the kinds of material that might be included in this section of a personal career portfolio.

- ☐ Current résumé
- ☐ Current personal career plan
- ☐ Learning plan
- ☐ Career profile
- ☐ Personal inventories, such as:
  - interest assessment inventories
  - statement of values and beliefs
- ☐ Cover letter sample
- ☐ Application form sample
- ☐ Evidence of hobbies and personal interests
- ☐ Certificates of recognition or accomplishments

Adapted from Alberta Education, *Creating a Career Skills Portfolio: Showcasing Students' Strengths and Abilities* (Edmonton, AB: Alberta Education, 1997), tab 1.


©Alberta Learning, Alberta, Canada

## Academic and Information Communication Technology (ICT) skills ②

Your academic skills reflect your ability to communicate, think and learn. Certificates, evaluations, record of experiences and performance appraisals show your competency, interest and potential abilities. Because you will be working in a technological world, a record of your information communication technology skills will demonstrate your ability to use technology for learning and communication.

The following checklist is a sample of the kinds of material that might be included in this section of a personal career portfolio.

- ☐ Current report card, school transcript, diploma, certificate
- ☐ Career and Technology Studies (CTS) courses
- ☐ Honour and merit awards
- ☐ Achievement test scores
- ☐ Performance appraisals for work experience
- ☐ Scholarships
- ☐ Other languages spoken or studied
- ☐ Fine Arts; e.g., drama, art, music presentations
- ☐ Certifications: first aid, driver's licence, coaching certifications, swimming, baby-sitting
- ☐ Other training courses; e.g., militia, cadets, junior achievement, leadership seminars
- ☐ Computer skills; e.g., Internet knowledge, typing speed, spreadsheet or database project evaluation or summary
- ☐ Letters of recommendation from teachers, counsellors or employers
- ☐ Writing sample; e.g., report, essay, poem, research or position paper
- ☐ Speech or presentation; e.g., audio or videotape, photographs
- ☐ Art portfolio
- ☐ Specific skills acquired through a club or organization
- ☐ Specific skills acquired through a job or volunteer work

If you include actual work samples, include a short summary of what you did, how it was done and what skills were demonstrated.

Adapted from Alberta Education, *Creating a Career Skills Portfolio: Showcasing Students' Strengths and Abilities* (Edmonton, AB: Alberta Education, 1997), tab 2.


©Alberta Learning, Alberta, Canada

## Personal management skills ③

Personal management skills represent your own combination of attitudes and behaviours that demonstrate responsibility and adaptability.

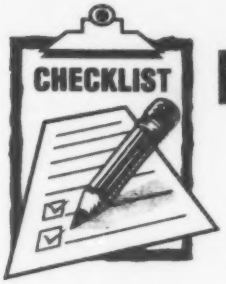
Identify examples of your effort and involvement that portray commitment, ability to establish personal goals, and to prioritize and manage your time.

The following checklist is a sample of the kinds of material that might be included in this section of a personal career portfolio.

- ☐ Letters of reference from present or past employers, teachers, coaches, supervisors
- ☐ Performance appraisals and evaluations from work or school
- ☐ Memberships in clubs or organizations; e.g., sports, music, drama, dance, scouts or guides, cadets, community and church groups
- ☐ Volunteer work
- ☐ Perfect attendance letters from school, work, clubs
- ☐ Hobbies and interests
- ☐ Recognition awards; e.g., Student of the Week or Employee of the Month
- ☐ Leadership skills; e.g., student council executive, sports team captain, 4-H club, leaders-in-training
- ☐ Ability to maintain a student agenda
- ☐ Description of activities where you have demonstrated responsible behaviour; e.g., baby-sitting or child care, handled money, operated valuable equipment, etc.
- ☐ Participation award or certificate
- ☐ Career planning:
  - career goal
  - occupational research; e.g., job shadowing, career fairs, etc.
  - educational research; e.g., high school and post-secondary open house, post-secondary information evenings and seminars
  - part-time work and volunteer work

Adapted from Alberta Education, *Creating a Career Skills Portfolio: Showcasing Students' Strengths and Abilities* (Edmonton, AB: Alberta Education, 1997), tab 3.


©Alberta Learning, Alberta, Canada




## Teamwork skills ④

Teamwork skills represent your ability to cooperate and work effectively with others in a group.

Include evidence where you have demonstrated leadership, self-discipline and respect for the group.

The following checklist is a sample of the kinds of material that might be included in this section of a personal career portfolio.

- ☐ Documentation of participation in team sports, clubs, committees or activities
- ☐ Description of a job, activity or project that required a teamwork skill
- ☐ Certificates or merit awards indicating a teamwork skill
- ☐ Team athletic and club achievements
- ☐ Documentation of a position in an organization or on a team
- ☐ Performance appraisal from work assessing teamwork skills
- ☐ Letters of reference documenting teamwork skills
- ☐ Community volunteer work
- ☐ Student council or peer support projects
- ☐ Team and club pictures
- ☐ Hobbies and interests associated with a group
- ☐ Family responsibilities

Adapted from Alberta Education, *Creating a Career Skills Portfolio: Showcasing Students' Strengths and Abilities* (Edmonton, AB: Alberta Education, 1997), tab 4.


©Alberta Learning, Alberta, Canada

# Employability Skills 2000+

*The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.*

These skills can also be applied and used beyond the workplace in a range of daily activities.

**Fundamental Skills**
The skills needed as a base for further development

*You will be better prepared to progress in the world of work when you can:*

**Communicate**

- read and understand information presented in a variety of forms; e.g., words, graphs, charts, diagrams
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies; e.g., voice, e-mail, computers
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

**Manage information**

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines; e.g., the arts, languages, science, technology, mathematics, social sciences

**Personal Management Skills**
The personal skills, attitudes and behaviours that drive one's potential for growth

*You will be able to offer yourself greater possibilities for achievement when you can:*

**Demonstrate positive attitudes and behaviours**

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

**Be responsible**

- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

**Teamwork Skills**
The skills and attributes needed to contribute productively

*You will be better prepared to add value to the outcomes of a task, project or team when you can:*

**Work with others**

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

The Conference Board of Canada, "Employability Skills 2000+," *The Conference Board of Canada*, May 2000, www.conferenceboard.ca/education/learning-tools/esp2000.pdf (April 2, 2002).


©Alberta Learning, Alberta, Canada

# Employability Skills 2000+ (continued)

*The skills you need to enter, stay in and progress in the world of work—whether you work on your own or as a part of a team.*
These skills can also be applied and used beyond the workplace in a range of daily activities.

**Fundamental Skills**
The skills needed as a base for further development

*You will be better prepared to progress in the world of work when you can:*

**Use numbers**
- decide what needs to be measured or calculated
- observe and record data, using appropriate methods, tools and technology
- make estimates and verify calculations

**Think & solve problems**
- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

**Personal Management Skills**
The personal skills, attitudes and behaviours that drive one's potential for growth

*You will be able to offer yourself greater possibilities for achievement when you can:*

**Be adaptable**
- work independently or as part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope *with* uncertainty

**Learn continuously**
- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning courses and opportunities
- plan for and achieve your learning goals

**Work safely**
- be aware of personal and group health and safety practices and procedures, an act in accordance with these

**Teamwork Skills**
The skills and attributes needed to contribute productively

*You will be better prepared to add value to the outcomes of a task, project or team when you can:*

**Participate in projects and tasks**
- plan, design and carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve


©Alberta Learning, Alberta, Canada

# The Alberta Framework of Essential Competencies for Working, Learning and Living

## Overview

### Building Personal Capacity

Personal Management
- self development
- risk management

Managing Transitions
- lifelong learning
- adapting to change
- career development

### Interacting and Communicating

Working with Others
- interpersonal communications
- building community
- teamwork

Communicating
- listening and speaking
- reading
- writing

### Planning and Managing

Thinking
- problem solving, decision making
- finding information
- creative thinking

Achieving Results
- providing service
- making products
- ensuring quality

### Using Data and Computer Technology

Numeracy
- basic operations
- patterns and relations
- shape and space
- statistics and probability

Computer Technology
- computer operations
- computer applications


©Alberta Learning, Alberta, Canada

# What competencies are included in *The Alberta Framework of Essential Competencies for Working, Learning and Living?*

The competencies included in this framework are essential to learners of all ages. They build a strong foundation for successful future growth and lifelong learning.

The framework is organized into the following four dimensions and eight sub-competency areas:

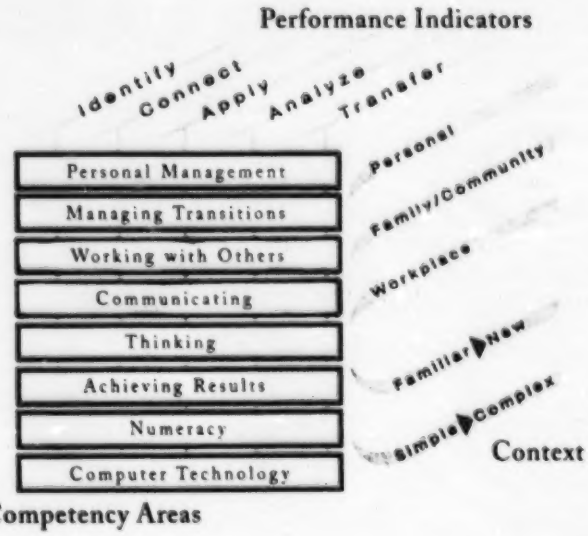
| Dimensions | Sub-competency Areas | |
|---|---|---|
| **Building Personal Capacity** | Personal Management | self development, risk management, |
| | Managing Transitions | lifelong learning, adapting to change, career development |
| **Interacting and Communicating** | Working with Others | interpersonal communications, building community, teamwork |
| | Communicating | listening, speaking, reading, writing |
| **Planning and Managing** | Thinking | problem solving/decision making, finding information, creative thinking, |
| | Achieving Results | providing service, making products, ensuring quality |
| **Using Data and Computer Technology** | Numeracy | basic operations, patterns and relations shape and space, statistics and probability |
| | Computer Technology | computer operations, computer applications |

Each competency area has five performance indicators that are increasingly challenging and complex. Each performance indicator is teachable, observable, and measurable. The following verbs are used to describe the performance indicators:

*Identify*—gather necessary information and understand requirements for a task
*Connect*—link to related contexts and concepts
*Apply*—demonstrate or perform a task
*Reflect*—analyze performance, considering the impact on self and others
*Transfer*—extend the benefits of the competency to others

The performance indicators included in any single competency band relate to and are supported by those in other bands. To minimize repetition, a concept such as lifelong learning is only stated once.

Personal growth and development within these competencies affects not only the individual, but also the individual's family, workplace, and community. The following graphic describes the connections among the competency areas, example performances, and contexts.





©Alberta Learning, Alberta, Canada

# Summary of *The Alberta Framework for Essential Competencies for Working, Learning and Living*

## Building Personal Capacity

**Personal Management**

**Self Development**
- *growth plans*
- *health and well-being*
- *appearance and manner*
- *ethics*
- *accountability*

**Risk Management**
- *safety procedures*
- *risk identification*
- *emergency response*
- *managed risk taking*

**Managing Transitions**

**Lifelong Learning**
- *self-directed learning*
- *applying learning*
- *learning opportunities*
- *memory*

**Adapting to Change**
- *external change*
- *personal coping mechanisms*
- *self-directed change*
- *managing commitments and resources*
- *sources of support*

**Career Development**
- *self assessment*
- *life/work exploration*
- *career building*
- *workplace effort*
- *self and work*

## Interacting and Communicating

**Working with Others**

**Interpersonal Communication**
- *communication strategies*
- *building relationships*
- *group dynamics*
- *negotiating*

**Building Community**
- *courtesy*
- *supporting others*
- *respect*
- *community*

**Teamwork**
- *team expectations*
- *participation in a team*
- *taking leadership*
- *coaching*

**Communicating**

**Listening and Speaking**
- *listen for meaning*
- *listen attentively*
- *prepare presentations*
- *make effective presentations*

**Reading**
- *build vocabulary*
- *understand text structure*
- *get meaning from text*
- *draw conclusions*
- *manage complex/ difficult text*

**Writing**
- *prepare to write*
- *create text*
- *proofread, revise and edit text*
- *take notes and summarize*

## Planning and Managing

**Thinking**

**Problem Solving, Decision Making**
- *identify problem*
- *generate alternatives*
- *make a decision*
- *implement the decision*
- *evaluation of results*

**Finding Information**
- *determine information needs*
- *locate information*
- *access information*
- *use information*

**Creative Thinking**
- *explore and focus*
- *develop ideas*
- *elaborate*

**Achieving Results**

**Providing Service**
- *personal service skills*
- *client focus*
- *service process/systems*
- *service recovery*
- *client loyalty*

**Making Products**
- *tools/equipment*
- *materials*
- *production systems*

**Ensuring Quality**
- *prepare project plan*
- *follow instructions*
- *performance standards*
- *consultation and communication*
- *quality improvement*

## Using Data and Computer Technology

**Numeracy**

**Basic Operations**
- *number concepts*
- *number operations*

**Patterns and Relations**
- *patterns*
- *variables and equations*
- *relations and functions*

**Shape and Space**
- *measurement*
- *3D objects/2D shapes*
- *transformations*

**Statistics and Probability**
- *data analysis*
- *chance and uncertainty*

**Computer Technology**

**Computer Operations**
- *computer basics*
- *hardware, software*

**Computer Applications**
- *productivity tools*
- *electronic communications*
- *Internet operations*


©Alberta Learning, Alberta, Canada

# Sample competency bands in *The Alberta Framework of Essential Competencies for Working, Learning and Living*

| Competency Band | Identify | Connect | Apply | Reflect | Transfer |
|---|---|---|---|---|---|
| ***Personal Management*** (Self Development) **Ethics** | Identify personal beliefs about what is right and wrong | Assess the consequences of ethical/unethical behaviours to self and others | Act ethically in personal, community, and workplace contexts | Examine how differing values can lead to differences in what is viewed as ethical | Maintain a high standard of personal ethics when interacting with others |
| ***Managing Transitions*** (Life Long Learning) **Learning Opportunities** | Identify learning options (formal and informal) | Assess learning options re: personal goals, commitments and resources | Locate needed financial and personal support systems | Monitor learning experience for retention and application | Continue personal discovery and lifelong learning |
| (Adapting to Change) **Managing Commitments and Resources** | Identify available resources (time, money, talents) | Identify goals, responsibilities, commitments (fixed/flexible) | Prioritize and assign resources to meet commitments and goals | Analyze resource allocations and management strategies | Adjust resource allocations and management strategies to improve effectiveness and efficiency |
| (Career Development) **Workplace Effort** | Identify employer and employee expectations, rights, and responsibilities | Assess personal performance in terms of workplace expectations | Organize and complete tasks effectively and efficiently | Analyze strategies to maximize personal productivity (time management) | Seek opportunities to continue to develop own value in the workplace |
| ***Working with Others*** (Interpersonal Communication) **Group Dynamics** | Identify personal comfort level within the group | Identify goals and communication styles of others in a group | Solicit the ideas, thoughts, and feelings of others | Acknowledge the opinions and contributions of others | Motivate others and/or support group efforts |
| (Teamwork) **Supporting Others** | Identify values and beliefs of individuals | Assess how personal values and beliefs differ from those of others | Accommodate beliefs of others in work and personal environments | Analyze how values and beliefs can lead to differences in how individuals act | Promote equity in work and community endeavours |
| (Building Community) **Participation in a Team** | Identify team goals | Work independently to support team goals | Work with others to support team goals | Assume various roles within the group | Expand abilities to contribute to team goals |

The complete *Alberta Framework of Essential Competencies for Working, Learning, Living* and a CD-ROM of the Action Planner is available for purchase from the Learning Resources Centre.


©Alberta Learning, Alberta, Canada

©Alberta Learning, Alberta, Canada

# Endnotes

1. Saling, 2000.

2. Institute for Community Health, 1999.

3. Adapted with permission from the Canadian Association for School Health, "Consensus Statement on Comprehensive School Health," *Schoolfile*, www.schoolfile.com/cash/consensus.htm (September 14, 2001).

4. Chrislip and Larson, 1994.

5. Adapted from Alberta Learning, *Guide to Education: ECS to Grade 12* (Edmonton, AB: Alberta Learning, 2002), p. 76.

6. Health Canada, 1994.

7. Adapted with permission from Four Worlds Development Project, *The Sacred Tree Curriculum Guide* (Lethbridge, AB: Four Worlds Development Project, 1988), pp. 21–22.

8. Adapted from *Change for Children: Ideas and Activities for Individualizing Learning* (pp. 169, 170) by Sandra Nina Kaplan, Jo Ann Butom Kaplan, Sheila Kunishima Madsen & Bette Taylor Gould © 1980 by Scott Foresman. Published by Good Year Books. Used by permission of Pearson Education, Inc.

9. Adapted from Carol Ann Tomlinson, "Independent Study: A Flexible Tool for Encouraging Academic and Personal Growth," *Middle School Journal* 25, 1 (1993), pp. 78, 79, 80, 81, 82. Reproduced and adapted from the original article appearing in the September 1993 *Middle School Journal*. Used with permission from National Middle School Association.

10. Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning*, 3rd ed. (Arlington Heights, IL: Skylight Professional Development, 1999), p. 117. Adapted with permission from Skylight Professional Development.

11. Ibid., p. 115.

12. Ibid., p. 116.

13. Ibid., pp. 117–118.

14. Adapted with permission from Edmonton Public Schools, *Combined Grades Manual 4/5* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 32.


©Alberta Learning, Alberta, Canada

15. Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning*, 3rd ed. (Arlington Heights, IL: Skylight Professional Development, 1999), pp. 118–119. Adapted with permission from Skylight Professional Development.

16. Used with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 80.

17. Used with permission from *Lions-Quest Skills for Adolescence Curriculum Manual* (Newark, OH: Lions-Quest/Lions Clubs International, 1992), pp. 3–4. *Skills for Adolescence* is a program sponsored by Lions Clubs International.

18. Used with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH: Lions-Quest/Lions Clubs International, 1985, 1988, 1992), pp. 62–63. *Skills for Adolescence* is a program sponsored by Lions Clubs International.

19. Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 13, 14, 16, 18, 19, 48, 67, 68, 69, 73.

20. Adapted, by permission, from Manitoba Education and Training, *Success for All Learners: A Handbook on Differentiating Instruction* (Winnipeg, MB: Manitoba Education and Training, 1996), pp. 11.11–11.12.

21. Ibid., p. 11.15.

22. From Kay Burke, Robin Fogarty and Susan Belgrad, *The Mindful School: The Portfolio Connection* (Arlington Heights, IL: IRI/Skylight Training and Publishing, Inc., 1994), p. 73. Used with permission from Skylight Professional Development.

23. Adapted, by permission, from Manitoba Education and Training, *Success for All Learners: A Handbook on Differentiating Instruction* (Winnipeg, MB: Manitoba Education and Training, 1996), pp. 2.11–2.12.

24. From Dana Antayá-Moore and Catherine Walker (Edmonton, AB: Smart Learning, 1998).

25. Ogle, 1986.

26. From Anita Archer and Mary Gleason, *Skills for School Success, Book Five* (North Billerica, MA: Curriculum Associates, Inc., 2002, 1994, 1989), p. 25. © Curriculum Associates, Inc. Used with permission from the publisher.

27. Ibid., pp. 29, 30.


©Alberta Learning, Alberta, Canada

28. Ibid., p. 54.

29. Figure from "Adolescents with Learning Disabilities" by Edwin S. Ellis and Patricia Friend in *Learning About Learning Disabilities* (p. 527), edited by Bernice Y. L. Wong, copyright 1991, Elsevier Science (USA), reproduced with the permission from the publisher.

30. From the Calgary Learning Centre (Calgary, AB).

31. From "Using Assistive Technology Adaptations to Include Students with Learning Disabilities in Cooperative Learning Activities" by D. P. Bryant and B. R. Bryant, 1998, *Journal of Learning Disabilities, 31*, 1, p. 48. Copyright (1998) by PRO-ED, Inc. Reprinted with permission.

32. Used with permission from Alberta Assessment Consortium, *How to Develop and Use Performance Assessments in the Classroom* (Edmonton, AB: Alberta Assessment Consortium, 2000), p. 4. Written and developed by the Alberta Assessment Consortium (AAC), Everyday Assessment Tools for Teachers, 780–447–9420.

33. Used with permission from Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 1997), p. 14. Written and developed by the Alberta Assessment Consortium (AAC), Everyday Assessment Tools for Teachers, (780) 447–9420.

34. Adapted with permission from Alberta Assessment Consortium, *How to Develop and Use Performance Assessments in the Classroom* (Edmonton, AB: Alberta Assessment Consortium, 2000), p. 48. Written and developed by the Alberta Assessment Consortium (AAC), Everyday Assessment Tools for Teachers, 780–447–9420.

35. Adapted with permission from the Maryland Assessment Consortium, "Performance Task Rubric" (Linthicum, MD: Maryland Assessment Consortium, 1994).

36. Adapted from Ken O'Connor, *The Mindful School: How to Grade for Learning* (Arlington Heights, IL: Skylight Professional Development, 1999), pp. 47, 48, 49. Adapted with permission from Skylight Professional Development.

37. Adapted with permission from Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 1997), p. 17. Written and developed by the Alberta Assessment Consortium (AAC), Everyday Assessment Tools for Teachers, 780–447–9420.


©Alberta Learning, Alberta, Canada

38. Adapted with permission from Alberta Assessment Consortium, *A Framework for Communicating Student Learning* (Edmonton, AB: Alberta Assessment Consortium, 1999), pp. 22, 23. Written and developed by the Alberta Assessment Consortium (AAC), Everyday Assessment Tools for Teachers, 780–447–9420.


©Alberta Learning, Alberta, Canada

# Bibliography


Alberta Assessment Consortium. *A Framework for Student Assessment*. Edmonton, AB: Alberta Assessment Consortium, 1997.

Alberta Assessment Consortium. *A Framework for Communicating Student Learning*. Edmonton, AB: Alberta Assessment Consortium, 1999.

Alberta Assessment Consortium. *How to Develop and Use Performance Assessments in the Classroom*. Edmonton, AB: Alberta Assessment Consortium, 2000.

Alberta Coalition for School Health. *Comprehensive School Health: A Collaborative Approach for Alberta*. Edmonton, AB: Alberta Coalition for School Health, 1992.

Alberta Education. *Teaching Students with Learning Disabilities*. Book 6 of the *Programming for Students with Special Needs* series. Edmonton, AB: Alberta Education, 1996.

Alberta Education. *Creating a Career Skills Portfolio: Showcasing Students' Strengths and Abilities*. Edmonton, AB: Alberta Education, 1997.

Alberta Health and Wellness, Alberta Heart Health Project, Calgary Regional Health Authority, Calgary Roman Catholic Separate School District No. 1 and Comprehensive School Heart Health Project. *Creating Healthy School Communities: Through Comprehensive School Health: An Implementation Guide for Education/Health Systems and School Communities*. Edmonton, AB: Alberta Heart Health Project, 2000.

Alberta Learning. *The Alberta Framework of Essential Competencies for Working, Learning and Living* (set). Edmonton, AB: Alberta Learning, 2000.

Alberta Learning. *Teaching Students Who are Gifted and Talented*. Book 7 of the *Programming for Students with Special Needs* series. Edmonton, AB: Alberta Learning, 2000.

Alberta Learning. *Teaching Students with Emotional Disorders and/or Mental Illnesses*. Book 8 of the *Programming for Students with Special Needs* series. Edmonton, AB: Alberta Learning, 2000.




©Alberta Learning, Alberta, Canada

Alberta Learning. *Student Learning–Career Planner: Information Booklet, Middle/Junior High School, Senior High School.* Edmonton, AB: Alberta Learning, 2000.

Alberta Learning. *Student Learning–Career Planner: Senior High School.* Edmonton, AB: Alberta Learning, 2000.

Alberta Learning. *Make School Work for You: A Resource for Junior and Senior High Students Who Want to be More Successful Learners.* Edmonton, AB: Alberta Learning, 2001.

Alberta Learning. *Teaching for the Prevention of Fetal Alcohol Spectrum Disorder (FASD): A Resource for Teachers of Health and Life Skills, and Career and Life Management.* Edmonton, AB: Alberta Learning, 2002.

Alberta Learning. *Guide to Education: ECS to Grade 12.* Edmonton, AB: Alberta Learning, 2002.

Alberta Learning. *Unlocking Potential: Key Components of Programming for Students with Learning Disabilities.* Edmonton, AB: Alberta Learning, 2002.

Alberta Teachers' Association. *Partners in Learning.* Edmonton, AB: ATA, 1996.

Andrade, Heidi Goodrich. "Using Rubrics to Promote Thinking and Learning." *Educational Leadership* 57, 5 (2000), pp. 13–18.

Apacki, Carol. *Energize! Energizers and Other Great Cooperative Activities for All Ages.* Newark, OH: Quest Books, 1991.

Archer, Anita and Mary Gleason. *Skills for School Success, Book 5.* North Billerica, MA: Curriculum Associates, Inc., 1989, 1994, 2002.

Armstrong, Thomas. *Multiple Intelligences in the Classroom.* 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development, 2000.

Bennett, Barrie, Carol Rolheiser-Bennett and Laurie Stevahn. *Cooperative Learning: Where Heart Meets Mind.* Toronto, ON: Educational Connections, 1991.

Bennett, Barrie and Carol Rolheiser. *Beyond Monet: The Artful Science of Instructional Integration.* Toronto, ON: Bookation Inc., 2001.

Birch, David A. *Step by Step to Involving Parents in Health Education.* Santa Cruz, CA: ETR Associates, 1996.


©Alberta Learning, Alberta, Canada

Bryant, Diane Pedrotty and Brian R. Bryant. "Using Assistive Technology Adaptations to Include Students with Learning Disabilities in Cooperative Learning Activities." *Journal of Learning Disabilities* 31, 1 (1998), pp. 41–54.

Burke, Kay, Robin Fogarty and Susan Belgrad. *The Mindful School: The Portfolio Connection*. Arlington Heights, IL: IRI/Skylight Training and Publishing, Inc., 1994.

Burke, Kay. *The Mindful School: How to Assess Authentic Learning*. 3rd ed. Arlington Heights, IL: Skylight Professional Development, 1999.

Canadian Association for School Health. "Consensus Statement on Comprehensive School Health." *Schoolfile*. www.schoolfile.com/cash/consensus.htm (September 14, 2001).

Canadian Association for School Health and Health and Welfare Canada. *Making the Connections–Comprehensive School Health: A Guide for Presenters and Facilitators*. Surrey, BC: Canadian Association for School Health, 1993.

*Changes and Challenges: Becoming the Best You Can Be*. Newark, OH: Lions-Quest/Lions Clubs International, 1985, 1988, 1992.

Chrislip, David D. and Carl E. Larson. *Collaborative Leadership: How Citizens and Civic Leaders Can Make a Difference*. San Francisco, CA: Jossey-Bass Publishers, 1994.

The Conference Board of Canada. "Employability Skills 2000+." *The Conference Board of Canada*. May 2000. www.conferenceboard.ca/education/learning-tools/esp2000.pdf (April 2, 2002).

Davies, Anne. *Making Classroom Assessment Work*. Merville, BC: Connections Publishing, 2000.

Edmonton Public Schools. *Planning for Success–Elementary*. Edmonton, AB: Resource Development Services, Edmonton Public School District, 1996.

Edmonton Public Schools. *Combined Grades Manual 4/5*. Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999.

Edmonton Public Schools. *Thinking Tools for Kids: Practical Organizers*. Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999.


©Alberta Learning, Alberta, Canada

Ellis, Edwin S. and Patricia Friend. "Adolescents with Learning Disabilities." In Bernice Y. L. Wong (ed.), *Learning About Learning Disabilities* (Orlando, FL: Academic Press, 1991), pp. 505–561.

Four Worlds Development Project. *The Sacred Tree Curriculum Guide*. Lethbridge, AB: Four Worlds Development Project, 1988.

Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. 10th anniversary ed. New York, NY: BasicBooks, 1993.

Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than IQ*. New York, NY: Bantam Books, 1995.

Gregory, Kathleen, Caren Cameron and Anne Davies. *Self-Assessment and Goal-Setting: For Use in Middle and Secondary School Classrooms*. Merville, BC: Connections Publishing, 2000.

Health Canada. *Canadian Guidelines for Sexual Health Education*. Ottawa, ON: Health Canada, 1994.

Institute for Community Health. "Addressing Health Literacy." October 1, 1999. www.chre.vt.edu/projects/ICH/healthlit.htm (January 13, 2002).

Jensen, Eric. *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

Joint Advisory Committee. *Principles for Fair Student Assessment Practices for Education in Canada*. Edmonton, AB: Centre for Research in Applied Measurement and Evaluation, University of Alberta, 1993.

Kagan, Spencer. *Cooperative Learning*. San Juan Capistrano, CA: Kagan Cooperative Learning, 1994.

Kaplan, Sandra Nina et al. *Change for Children: Ideas and Activities for Individualizing Learning*. Revised edition. Glenview, IL: Scott, Foresman and Company, 1980.

*Lions-Quest Skills for Adolescence Curriculum Manual*. Newark, OH: Lions-Quest/Lions Clubs International, 1992.

MacInnis, Eric, Ross MacDonald and Lynn Scott. *Controversy as a Teaching Tool*. Rocky Mountain House, AB: Parks Canada, 1997.


©Alberta Learning, Alberta, Canada

Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction.* Winnipeg, MB: Manitoba Education and School, Training Programs Division, 1996.

Marx, Eva and Susan Frelick Wooley (eds.). *Health is Academic: A Guide to Coordinated School Health Programs.* New York, NY: Teachers College Press, 1998.

Marzano, Robert J., Debra Pickering and Jay McTighe. *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model.* Alexandria, VA: Association for Supervision and Curriculum Development, 1993.

Marzano, Robert J. et al. *Teacher's Manual: Dimensions of Learning.* Alexandria, VA: Association for Supervision and Curriculum Development, 1992.

Mayer, John and Peter Salovey. "Emotional Intelligence." *Imagination, Cognition and Personality* 9, 3 (1990), pp. 185–211.

O'Connor, Ken. *The Mindful School: How to Grade for Learning.* Arlington Heights, IL: Skylight Professional Development, 1999.

Ogle, Donna M. "A Teaching Model that Develops Active Reading of Expository Text." *The Reading Teacher* 39, 6 (1986), pp. 565–567.

Politano, Colleen and Joy Paquin. *Brain-based Learning with Class.* Winnipeg, MB: Portage and Main Press, 2000.

Raphael, Dennis, Andy Anderson and Doug McCall. "Partners for Health: Schools, Communities and Young People Working Together." *CAHPERD Journal* 65, 1 (1999), pp. 16–19.

Saling, Joe. "What is Health Literacy?" *Health Literacy Toolbox 2000.* www.prenataled.com/healthlit/hlt2k/script/ht2_a_1.asp (January 13, 2002).

Schilling, Dianne and Susanna Palomares. *50 Activities for Teaching Emotional Intelligence, Level III: High School.* Torrance, CA: Innerchoice Publishing, 1999.

Tomlinson, Carol Ann. "Independent Study: A Flexible Tool for Encouraging Academic and Personal Growth." *Middle School Journal* 25, 1 (1993), pp. 55–59.

Winebrenner, Susan. *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented.* 1st ed. Minneapolis, MN: Free Spirit Publishing Inc., 1992.


©Alberta Learning, Alberta, Canada

Winebrenner, Susan. *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented.* Revised, expanded, updated ed. Minneapolis, MN: Free Spirit Publishing Inc., 2001.

Wong, Bernice Y. L. (ed.). *Learning About Learning Disabilities.* Orlando, FL: Academic Press, 1991.


©Alberta Learning, Alberta, Canada

# Feedback

We hope *Career and Life Management Guide to Implementation* is helpful to you in your classroom. Please indicate your agreement with the following statements about this teaching resource.

Please return this page to:
**Alberta Learning, Learning and Teaching Resources Branch,**
5th Floor, West Devonian Building
11160 Jasper Avenue
Edmonton, AB T5K 0L2
Fax: 780–422–0576

This guide contains relevant information that I can use for planning and implementing the Career and Life Management program.

O strongly agree O agree O disagree O strongly disagree

COMMENTS

_____
_____
_____
_____

This guide is well-organized and easy to read and use.

O strongly agree O agree O disagree O strongly disagree

COMMENTS

_____
_____
_____
_____

The information and strategies in this guide are instructionally sound and represent best teaching practices.

O strongly agree O agree O disagree O strongly disagree

COMMENTS

_____
_____
_____
_____

The information in this guide enhanced my understanding of the philosophy, goals and learner outcomes of the Career and Life Management Program of Studies.

O strongly agree O agree O disagree O strongly disagree

COMMENTS

_____
_____
_____
_____

We welcome your comments and suggestions for future Alberta Learning resources.

COMMENTS

_____
_____
_____
_____


©Alberta Learning, Alberta, Canada